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İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;
Sönmeden yurdumun üstünde tüten en son ocak.
O benim milletimin yıldızıdır, parlayacak;
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilâl!
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?
Sana olmaz dökülen kanlarımız sonra helâl.
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezelden beridir hür yaşadım, hür yaşarım.
Hangi çılgın bana zincir vuracakmış? Şaşarım!
Kükremiş sel gibiyim, bendimi çiğner, aşarım.
Yırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;
Siper et gövdeni, dursun bu hayâsızca akın.
Doğacaktır sana va'dettiği günler Hakk'ın;
Kim bilir, belki yarın, belki yarından da yakın.

Bastığın yerleri toprak diyerek geçme, tanı:
Düşün altındaki binlerce kefensiz yatanı.
Sen şehit oğlusun, incitme, yazıktır, atanı:
Verme, dünyaları alsan da bu cennet vatanı.

Kim bu cennet vatanın uğruna olmaz ki feda?
Şüheda fışkıracak toprağı sıksan, şüheda!
Cânı, cânânı, bütün varımı alsın da Huda,
Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlâhî, şudur ancak emeli:
Değmesin mabedimin göğsüne nâmahrem eli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'şım;
O zaman yükselerek arşa değer belki başım.

Dalgalan sen de şafaklar gibi ey şanlı hilâl!
Olsun artık dökülen kanlarımın hepsi helâl.
Ebediyyen sana yok, ırkıma yok izmihlâl;
Hakkıdır hür yaşamış bayrağımın hürriyyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

Mehmet Âkif Ersoy

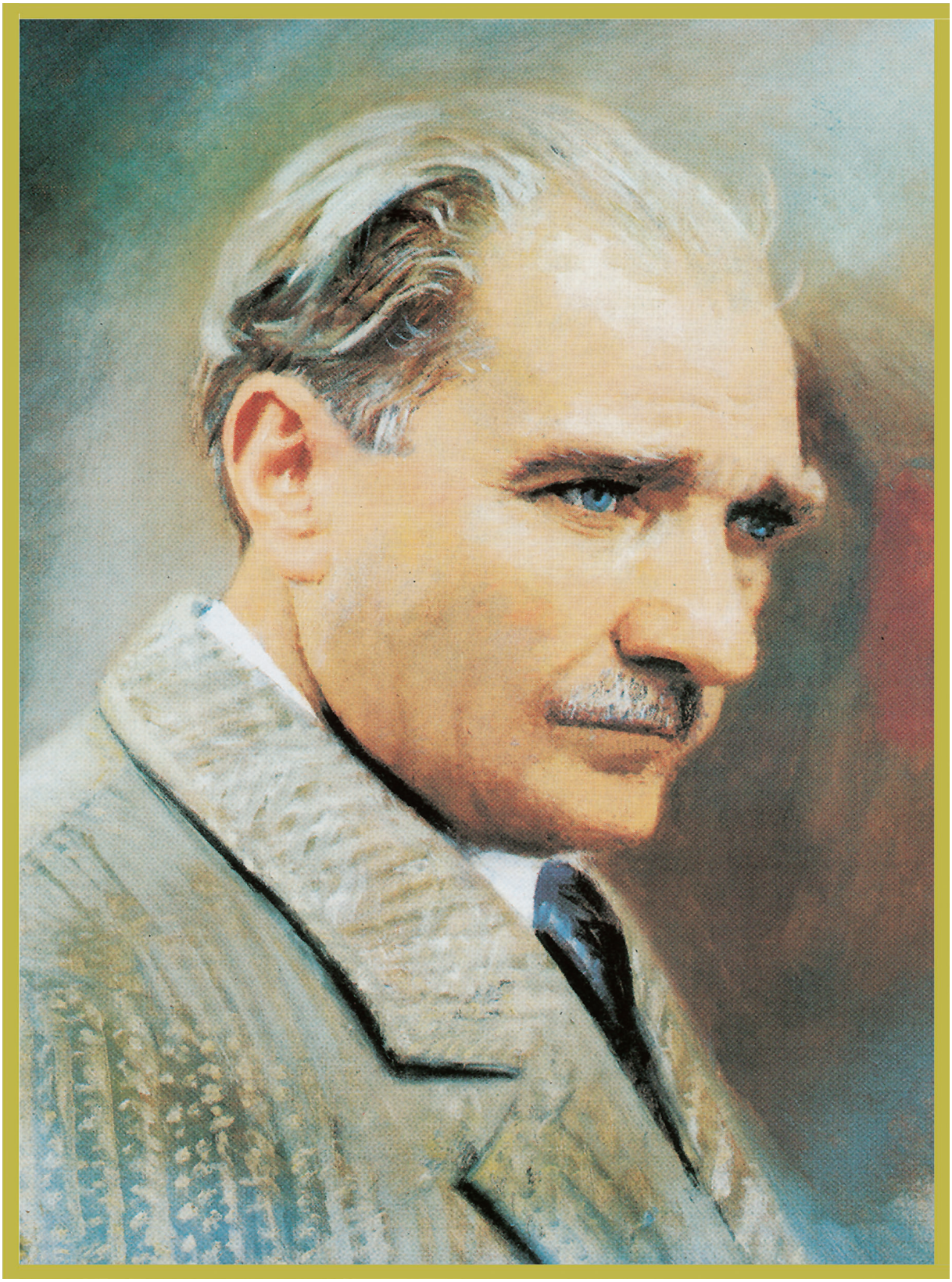
GENÇLİĞE HİTABE

Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsait bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

Mustafa Kemal Atatürk



MUSTAFA KEMAL ATATÜRK

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INTRODUCTION

Sunshine English follows the model represented by **TTKB 9th-12th Grades English Curriculum** and it has been designed according to the principles of communicative language teaching.

The book has been carefully prepared to maintain students' interest and motivation throughout the year. Language is introduced in contexts and gives students plenty of opportunities to practise. Our aim is for each student to become a clear and confident communicator. Language is recycled throughout the themes, so students can practice the language in different contexts. Recycling is particularly important for learners. Activities encourage learners to contribute their own ideas and feelings and to be active in class. Each theme provides plenty of activities that develop oral communication. The book features pairwork and groupwork activities in which students have a chance to use the new language to talk with others in the class.

As it is mentioned in the **9th-12th Grades English Curriculum** (page xiii), "...the order of the CEFR levels (CoE, 2011) was adapted to meet the specific needs of high school learners in the new 9th-12th grades English curriculum in which it is intended for learners to start their high school English classes with a revision on CEFR A1 level and then, gradually proceed through CEFR levels A2 -B2.

Sunshine English aims to bring students to the level of A2 (Basic User or Waystage Level) and B1 (Independent User-Threshold Level) as it is described in the The Common European Framework of Reference for Languages (CEFR) and English Curriculum (2018).

Sunshine English is authentic in design and content as much as possible, appeals to multiple senses of students to reinforce the intake of language via multiple channels, addresses students' real-life language needs (e.g. survival English, academic English) as well as their interests. It is supported with multimedia and instructional technology tools as much as possible to immerse students in authentic use of language, supports the presentation and practice of four language skills in an integrated way to reflect the complex, dynamic, and holistic nature of language.

Sunshine English is designed for 10th grades school students and to be completed in one school year and focuses equally on the development of both vocabulary and structures through lively topics and communicative activities.

Sunshine English consists of 10 themes. Each theme develops four skills using a number of different communicative texts, dialogues, tasks, E-portfolio, video-blogs, vocabulary. Grammar learning is brought through skills and activities.

Teaching critical thinking is an essential part of our book as we try to prepare our students for the English-speaking world. They will have to process so much information and as educators we have a responsibility to equip them for that. The classroom is the place for people to challenge the status quo, ask questions and value diverse opinions, therefore, the perfect place for critical thinking. "Discussion Time" activities stretch skills especially in speaking.

Each theme has an "Attention" part . This part is designed to highlight the language functions and structures used in listening and reading parts.

Feedback is crucial for encouraging and consolidating learning, and this significance has also been recognized by Sunshine English. Therefore, each theme has a "Help Each Other" part - a mini-rubric in which the aim is to provide students environments to give and receive feedback to each other. Peer correction enhances interaction and support mechanism among peers, allowing them to develop learner

autonomy and language awareness without making them feel stressed and threatened. For that reason, the rubric is limited. Peer feedback forms a key element of the students' growing control over composing skills. Since student reviewers perceive that other students experience the same difficulties in writing that they do, peer feedback may also lead to a reduction in writer apprehension and help them to develop their autonomy and self-confidence. It also enhances the ability of peer reviewers to evaluate their own work by providing a sense of audience and a checklist of evaluative questions to apply to their own writing.

Each theme ends with a "Can Do Club" part which contains statements for students to check how much they have acquired. This evaluation part enables students to see where they stand, their strengths and weaknesses in terms of fulfilling the aims of each theme. Self evaluation works efficiently when used effectively, so, encourage your students to check the self evaluation part.

The ultimate aim of the book is to create students who are independent and proficient users of four skills.

The workbook is considered an important component of the course. Vocabulary, structure and the topic are reviewed in contexts, not in mechanical drills. The activities are integrated to the previous lessons. Some activities also support the functions that English Curriculum requires.

Teacher's Book provides step-by-step notes to accompany each activity. It also includes answers of all the Student's Book materials, tapescripts and the Workbook answer key. Each theme begins with Vocabulary / Language Use, Communicative Functions and Skills, Materials and Warm-up parts.

The class CD contains all the listening materials from the Student's Book. The speakers are native as the pronunciation and intonation are very important in these age groups.

Assessment and evaluation are essential components of teaching and learning in English language arts. Without an effective evaluation program, it is impossible to know whether students have learned, whether teaching has been effective, or how best to address student learning needs. The quality of the assessment and evaluation in the educational process has a profound and well-established link to student performance.

Although the terms assessment and evaluation are often used interchangeably, in actuality they are two parts of the same process. Assessment is the process of gathering evidence of what the child can do. Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements and / or decisions based on the information collected.

You can also prepare an evaluation scale. Your evaluation should be focused on process as much as possible. You can observe the development of your students learning by using the scale.

An effective assessment program uses multiple strategies to demonstrate growth and performance, and should be closely correlated to your stated goals. Assessment strategies can include performance tasks, teacher observations, personal communications, standardized testing, and student and teacher developed evaluation rubrics, projects and others.

Assessment is used in Sunshine English to promote and check learning in English, not as a negative reinforcement instrument, enables to assess authentic use of language with an emphasis on tools such as e-portfolios, video-blogs and / or communicative activities more than traditional assessment tools such as multiple choice, true / false, and / or fill in the blanks, is geared toward assessing understanding, production and use of analytical skills in English, not merely memorization of language structures or vocabulary, allows the involvement of multiple feedback providers for different assessment tasks (self, peer, teacher, computer-mediated, and / or parent evaluation).

Traditional assessment involves the employment of paper-and-pencil, standardized tests to assess students' performance under time pressure. Portfolio assessment can evaluate students continuously and holistically based on the content of the portfolio on which the teachers and students agree. Portfolio assessment focuses on individual differences. Portfolio assessment involves the learners in the assessment. A portfolio is a collection of work samples that cover several aspects of the assignments your students have completed. This is an especially effective way to assess your students. Ask each student to compile a collection of their works for you to grade.

Sunshine English has an E- portfolio and video-blog part in each Theme. E-portfolios and video-blogs are designed to use technological tools efficiently in language acquisition since technology has become an important part of our lives and young learners are very good at using these tools. Therefore, it is important to integrate language learning with technology.

E-portfolios allow the portfolio developer to organize and manage her / his works in different formats such as audio, video and text files on a digital platform. One of the most significant advantage of E-portfolios is that students, their peers and teachers can have easy access to their products wherever and whenever they want. Furthermore, E-portfolios enable teachers to create an interactive environment in which students can communicate and interact with each other. An effective way to keep track of E-portfolios is student blogs. Student blogs not only help teachers to monitor student performance and language development, but also enable students to become autonomous learners who can assess and evaluate their progress in the language learning process.

Students should prepare a dossier to collect their works if they don't have access to computer technologies. So you can follow the development of students and provide them to evaluate themselves. Portfolio dossiers reflect learners' personal development throughout the learning process. It cannot be just evaluated in the context of lesson. Such kind of evaluation will cover their whole life and add value to life-long learning concept. In this respect, it is learner-oriented. Portfolios give students a language reference for out of-class revision and in-class recycling.

Families' support in the process of teaching second language will bring positive results. They don't need to know the target language. Their support and motivation will be enough in that process. So you can copy and give them the note given below. You can include or exclude whatever you want.

P.S.: In teacher's book, functions and skills which are used in the exercises given as **F:** Function, **L:** Listening, **S:** Speaking, **P:** Pronunciation, **R:** Reading, **W:** Writing under the instructions.

THEME 1

SCHOOL LIFE

FUNCTIONS (F)

F1 Exchanging personal information in both formal and informal language

F2 Taking part in a conversation in everyday life situations

SKILLS

Listening (L)

L1 Students will be able to identify expressions related to school / everyday life and free time activities.

Pronunciation (P)

P1 Students will be able to practice intonation in asking and answering questions in daily conversations.

Speaking (S)

S1 Students will be able to introduce themselves and others individually / in pairs or small groups.

S2 Students will be able to exchange personal information in both formal and informal situations.

Reading (R)

R1 Students will be able to diagrammatize a text about everyday life into a graphic organizer.

Writing (W)

W1 Students will be able to describe themselves, their family and their habits in a short descriptive paragraph with the help of clues and/or guiding questions.

Warm up

Because this is the first lesson of the academic year, start the lesson with a brief greeting introducing yourself and a speech on the importance of school life. Tell them that school life affects our choices in life. Ask them to discuss in pairs in which areas or on which topics school life affects our lives. Once they finish discussing, elicit answers from students. Then, you can continue with the Theme 1 of the course book.

NOTES

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1. Look at the students in the pictures and read the prompts. Where are these students? Which activities do students usually do in these places?

Ask students to look at the pictures and read the prompts. Make sure that they understand people in the picture are in their age group and do activities related to school life. You may also ask them to come up with their own answers.

Answer Key:

Picture 1. Students study at a library.

Picture 2: Students talk with their friends at the cafeteria.

Picture 3: Students surf the Internet in the computer class.

Picture 4: Students do an experiment at the lab.

Picture 5: Students play basketball at the gym.

Picture 6: Students listen to the teacher in the classroom.

Picture 7: Students meet with their friends at the schoolyard.

1. Look at the students in the pictures and read the prompts. Where are these students? Which activities do students usually do in these places?

study / library

talk with friends / cafeteria

surf the Internet / computer class

do experiment / lab

play basketball / gym

listen to the teacher / classroom

meet with friends / schoolyard

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NOTES

2. How do you feel on the first day of school? Choose the picture that describes your feelings.

Elicit answers from students about the feelings depicted in the pictures and then, ask them which one they would choose to express how they feel. Encourage them to add the feelings and ask them why they feel the way they do.

Answer Key: ***Students' own answers***

Suggested Answers: ***I feel happy / excited/ nervous / sad / doubtful, etc.***

3. Look at the picture below and guess: Who are these people? Where are they? Share your answers with the rest of the class.

Ask students to guess the age and occupation of the people in the picture. Students can discuss their guesses with their friends.

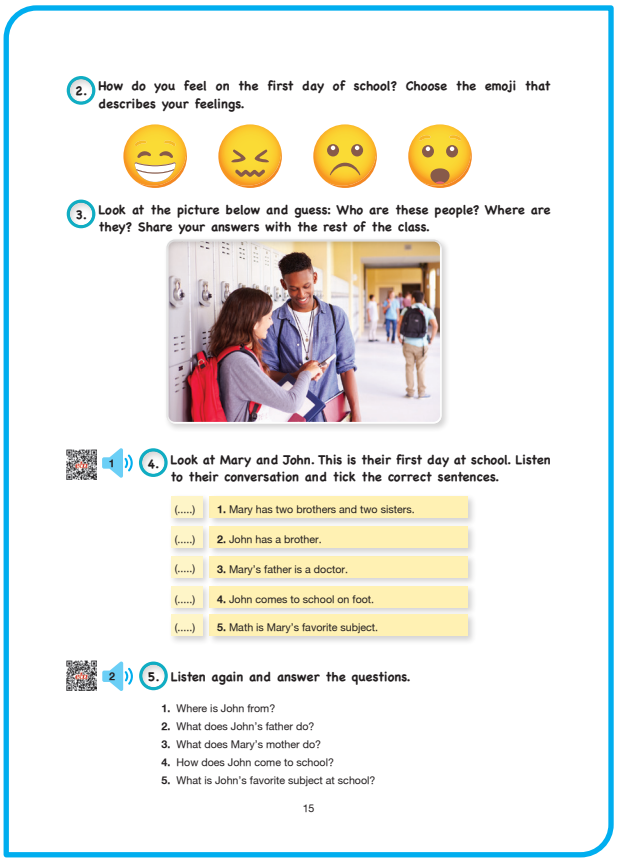
This is the pre-listening activity that will help students activate schemata and become familiar with the topic. Students will relate to the people in the picture.

Suggested Answers: ***They are students. They are at school.***

4. Look at Mary and John. This is their first day at school. Listen to their conversation and tick the correct sentences.

(F1, F2, L1)

Explain students that these two people are high school students like they are and this is their first day at school. Before listening, you may ask them to guess how they might be feeling. Also, ask them to read the statements and make predictions about the correct answer. Play the recording once. After the listening is over, ask them to share their answers with their partners. Then, play the listening again. Afterwards, elicit answers from students and check them together.



2. How do you feel on the first day of school? Choose the emoji that describes your feelings.

3. Look at the picture below and guess: Who are these people? Where are they? Share your answers with the rest of the class.

4. Look at Mary and John. This is their first day at school. Listen to their conversation and tick the correct sentences.

(.....) 1. Mary has two brothers and two sisters.
(.....) 2. John has a brother.
(.....) 3. Mary's father is a doctor.
(.....) 4. John comes to school on foot.
(.....) 5. Math is Mary's favorite subject.

5. Listen again and answer the questions.

1. Where is John from?
2. What does John's father do?
3. What does Mary's mother do?
4. How does John come to school?
5. What is John's favorite subject at school?

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Tapescript 1

John: Hi, I'm John.

Mary: Nice to meet you, John. I'm Mary.

John: Nice to meet you, Mary. Where are you from?

Mary: London. Are you from London, too?

John: No, I'm from Manchester. My parents are in Manchester. I live with my grandparents here. What about you?

Mary: I live with my parents. In fact, I have a big family: two brothers and two sisters. Do you have any sisters or brothers?

John: Wow, you really have a big family. No, I don't have any brothers or sisters. I am the only child.

Mary: You're really lucky, John. You can spend a lot of time with your family.

John: Not really. They are very busy.

Mary: I see. What does your father do? And what about your mother?

John: My father is an engineer and my mother is a nurse. What about your parents? What do they do?

Mary: My father is a doctor and my mother is a housewife.

John: That's great. How do you come to school? Does your mom take you to school?

Mary: No, I come to school on foot. You?

John: Well, I live far from school. I come to school by bus. Mary, what is your favorite subject?

Mary: It's Math. I really like it. Which subject do you like most?

John: I like History most.

Mary: Oh, History! In my opinion, History is really difficult.

John: I think you're wrong. We learn many important things from our history. What do you think about this?

Mary: I think you're right, but I can't remember important dates.

John: I understand. We still have time before our class. I'll have some tea. What about you? Are you thirsty?

Mary: In fact, I am. I can have some orange juice.

John: OK. Let's go to the cafeteria.

Answer Key: ***1. T, 2. F, 3. T, 4. F, 5. T***

5. Listen again and answer the questions.

(F1, F2, L1)

Before listening, ask students to read the questions. Then, play the recording once. Check the answers with the class.

Tapescript 2

It is the same as Tapescript 1.

Answer Key

1. He is from Manchester.
2. His father is an engineer.
3. Her mother is a housewife.
4. John comes to school by bus.
5. His favorite subject is History.

NOTES

6. Listen to the parts of the conversation in exercise 4 and tick the correct intonation.

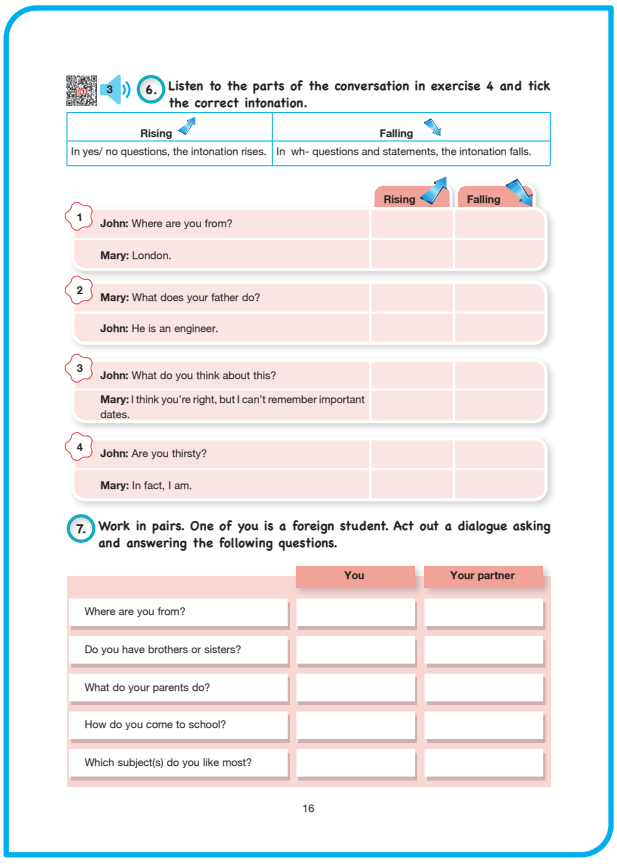
(P1)

Before listening, give examples for the rising intonation in yes / no questions by asking simple questions like “Are you hungry?”, “Do you like school?” etc. Then, ask students to repeat after you as you say the questions with rising intonation. Use your hand to show how the intonation rises at the end of these yes / no questions. After you have practiced rising intonation with yes / no questions, ask students wh- questions such as “What is your favorite movie?”, “How do you come to school?”, etc. to illustrate the falling intonation in wh- questions. Tell students to listen to you and ask them if the intonation rises or falls. This time, first mime the rising intonation in a yes / no question and then, mime the falling intonation in a wh- question so that students can see the difference in the intonation. Then, focus on the statements, which for the time being, is generally pronounced with falling intonation. Give some examples and ask students to repeat after you. Make sure students inductively notice the difference between the intonation patterns. Then, play the recording twice without any interruption. Afterwards, ask students to check their answers with their partners. Finally, check the answers with the class.

Rising	**Falling**
In yes/ no questions, the intonation rises.	In wh- questions and statements, the intonation falls.

Tapescript 3

1. John: Where are you from?
   Mary: London.
2. Mary: What does your father do?
   John: He is an engineer.
3. John: What do you think about this?
   Mary: I think you’re right, but I can’t remember important dates.
4. John: Are you thirsty?
   Mary: In fact, I am.



3 6. Listen to the parts of the conversation in exercise 4 and tick the correct intonation.

Rising	Falling
In yes/ no questions, the intonation rises.	In wh- questions and statements, the intonation falls.

	Rising	Falling
1 John: Where are you from?		
Mary: London.		
2 Mary: What does your father do?		
John: He is an engineer.		
3 John: What do you think about this?		
Mary: I think you're right, but I can't remember important dates.		
4 John: Are you thirsty?		
Mary: In fact, I am.		

7. Work in pairs. One of you is a foreign student. Act out a dialogue asking and answering the following questions.

	You	Your partner
Where are you from?		
Do you have brothers or sisters?		
What do your parents do?		
How do you come to school?		
Which subject(s) do you like most?		

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Answer Key

1.	***John: Falls***	***Mary: Falls***
2.	***Mary: Falls***	***John: Falls***
3.	***John: Falls***	***Mary: Falls***
4.	***John: Rises***	***Mary: Falls***

Suggested Activity

You may ask students to listen and find Mary’s rising intonation questions.

7. Work in pairs. One of you is a foreign student. Act out a dialogue asking and answering the following questions.

(F1, F2, S1, S2)

Explain students that this is a role-play activity and they will introduce and talk about themselves as pairs. Give them 10-15 minutes to prepare and monitor them during preparation time. When they finish, ask a few volunteer pairs to come and perform in front of the class.

Answer Key: ***Students’ own answers***

8. Listen and find: Who is an architect? Who is a computer programmer? Who wants to be a film director?

(L1)

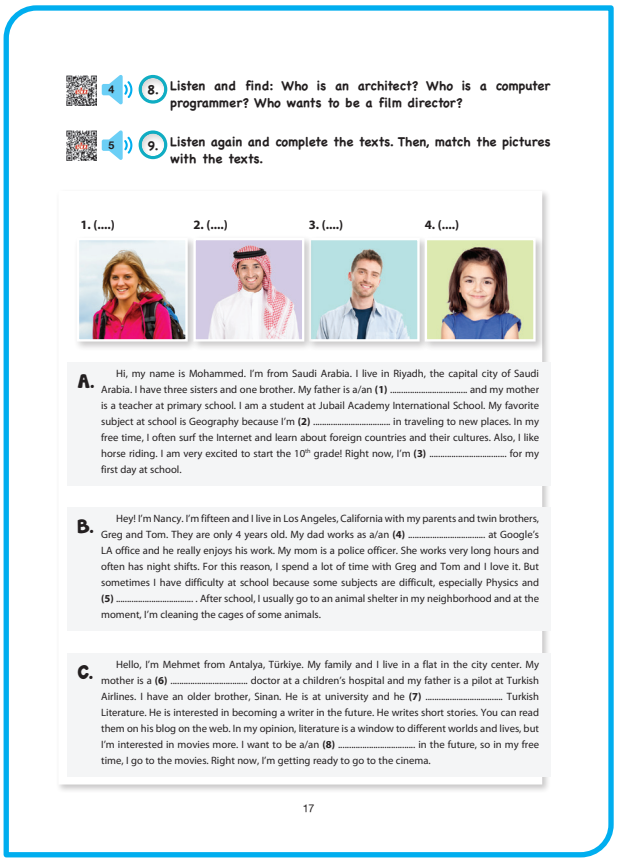
Tell students that they will listen to an extract with three people in it. Make sure that they read the questions first and tell them to focus on the answers when they are listening. Play the recording once and elicit answers from the students.

Tapescript 4

Mohammed: Hi, my name is Mohammed. I'm from Saudi Arabia. I live in Riyadh, the capital city of Saudi Arabia. I have three sisters and one brother. My father is an architect and my mother is a teacher at primary school. I am a student at Jubail Academy International School. My favorite subject at school is Geography because I'm interested in traveling to new places. In my free time, I often surf the Internet and learn about foreign countries and their cultures. Also, I like horse-riding. I am very excited to start the 10th grade! Right now, I'm preparing for my first day at school.

Nancy: Hey! I'm Nancy. I'm fifteen and I live in Los Angeles, California with my parents and twin brothers, Greg and Tom. They are only 4 years old. My dad works as a computer programmer at Google's LA office and he really enjoys his work. My mom is a police officer. She works very long hours and often has night shifts. For this reason, I spend a lot of time with Greg and Tom and I love it. But sometimes I have difficulty at school because some subjects are difficult, especially Physics and Chemistry. After school, I usually go to an animal shelter in my neighborhood and at the moment, I'm cleaning the cages of some animals.

Mehmet: Hello, I'm Mehmet from Antalya, Türkiye. My family and I live in a flat in the city center. My mother is a successful doctor at a children's hospital and my father is a pilot at Turkish Airlines. I have an older brother, Sinan. He is at university and he studies Turkish Literature. He is interested in becoming a writer in the future. He writes short stories. You can read them on his blog on the web. In my opinion, literature is a window to different worlds and lives, but I'm interested in movies more. I want to be a film director in the future, so in my free time, I go to the movies. Right now, I'm getting ready to go to the cinema.



4 8. Listen and find: Who is an architect? Who is a computer programmer? Who wants to be a film director?

5 9. Listen again and complete the texts. Then, match the pictures with the texts.

1. (....) 2. (....) 3. (....) 4. (....)

A. Hi, my name is Mohammed. I'm from Saudi Arabia. I live in Riyadh, the capital city of Saudi Arabia. I have three sisters and one brother. My father is a/an **(1)** ..... and my mother is a teacher at primary school. I am a student at Jubail Academy International School. My favorite subject at school is Geography because I'm **(2)** ..... in traveling to new places. In my free time, I often surf the Internet and learn about foreign countries and their cultures. Also, I like horse riding. I am very excited to start the 10th grade! Right now, I'm **(3)** ..... for my first day at school.

B. Hey! I'm Nancy. I'm fifteen and I live in Los Angeles, California with my parents and twin brothers, Greg and Tom. They are only 4 years old. My dad works as a/an **(4)** ..... at Google's LA office and he really enjoys his work. My mom is a police officer. She works very long hours and often has night shifts. For this reason, I spend a lot of time with Greg and Tom and I love it. But sometimes I have difficulty at school because some subjects are difficult, especially Physics and **(5)** ..... . After school, I usually go to an animal shelter in my neighborhood and at the moment, I'm cleaning the cages of some animals.

C. Hello, I'm Mehmet from Antalya, Türkiye. My family and I live in a flat in the city center. My mother is a **(6)** ..... doctor at a children's hospital and my father is a pilot at Turkish Airlines. I have an older brother, Sinan. He is at university and he **(7)** ..... Turkish Literature. He is interested in becoming a writer in the future. He writes short stories. You can read them on his blog on the web. In my opinion, literature is a window to different worlds and lives, but I'm interested in movies more. I want to be a/an **(8)** ..... in the future, so in my free time, I go to the movies. Right now, I'm getting ready to go to the cinema.

17

Answer Key:

Mohammed's father is an architect.
Nancy's dad is a computer programmer.
Mehmet wants to be a film director.

9. Listen again and complete the texts. Then, match the pictures with the texts.

(L1)

Tell students that they will listen to the same extract again, but this time they will also read it at the same time and complete the missing information.

Tapescript 5

It is the same as Tapescript 4.

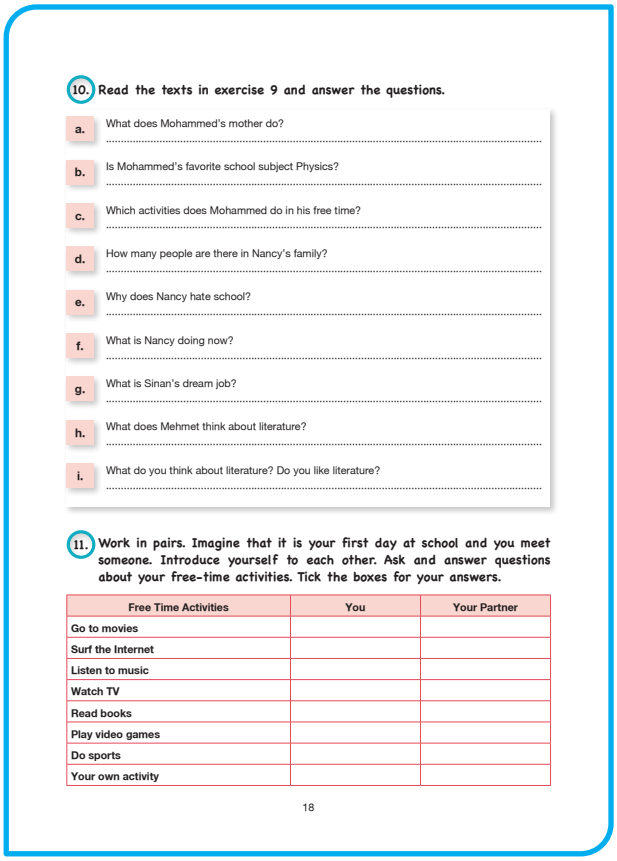
Answer Key:

A. 1. architect
2. interested
3. preparing

B. 4. computer programmer
5. chemistry

C. 6. successful
7. studies
8. film director

1. B, 2. A, 3. C



10. Read the texts in exercise 9 and answer the questions.

a. What does Mohammed's mother do? .....
b. Is Mohammed's favorite school subject Physics? .....
c. Which activities does Mohammed do in his free time? .....
d. How many people are there in Nancy's family? .....
e. Why does Nancy hate school? .....
f. What is Nancy doing now? .....
g. What is Sinan's dream job? .....
h. What does Mehmet think about literature? .....
i. What do you think about literature? Do you like literature? .....

11. Work in pairs. Imagine that it is your first day at school and you meet someone. Introduce yourself to each other. Ask and answer questions about your free-time activities. Tick the boxes for your answers.

Free Time Activities	You	Your Partner
Go to movies		
Surf the Internet		
Listen to music		
Watch TV		
Read books		
Play video games		
Do sports		
Your own activity		

18

10. Read the texts in exercise 9 and answer the questions.

After being sufficiently familiar with the listening, this time ask students to read the texts again and answer the questions. Tell them to do the activity individually and once they finish, elicit answers from the class.

Answer Key

a. She is a teacher at primary school.

b. No, his favorite subject at school is Geography.

c. In his free time, he often surfs the Internet and learns about foreign countries and their cultures. He also likes horse-riding.

d. 5 people, including herself.

e. She thinks all the subjects are boring, especially Physics and Chemistry.

f. She's cleaning the cages of some animals.

g. He is interested in becoming a writer in the future.

h. He thinks literature is a window to different worlds and lives.

i. Students' own answers

11. Work in pairs. Imagine that it is your first day at school and you meet someone. Introduce yourself to each other. Ask and answer questions about your free-time activities. Tick the boxes for your answers.

(F1, F2, S1, S2)

Tell students that they will prepare a role-play activity in which they will introduce themselves to each other and talk about free-time activities. They are required to ask and find out their partner's free time activities and tick the boxes given. Let them fill in the last box as they wish. As students do the activity, monitor them and help them when needed. Once they are ready, choose some pairs to perform in front of the class.

***Answer Key:* Students' own answers**

12. Look at the pictures. Do you like football? Do you know this footballer?

This activity enables students to familiarize themselves with the topic and activate their schemata. By doing that, students will be ready to do the activities that follow.

***Answer Key:* Alen Halilović**

12. Look at the pictures. Do you like football? Do you know this footballer?

13. Read and complete the text with the words below.

housewife | Internet | meets
responsibility | successful | professional

Alen Halilović is a Croatian **(1)** ..... footballer. He was born on June 18th, 1996. He is 27 years old and he plays for HNK Rijeka as an attacking midfielder. He is the youngest goal scorer and he also plays for the Croatian national team. He is a very **(2)** ....., young sportsperson. But, he also cares about education because he thinks the pen is mightier than the sword.

His father, Sejad Halilović, is from Bosnia, and his mother Vanessa is from Croatia. His father is also an international football player. His mother is a **(3)** ..... . Alen has one brother. His brother, Dino also plays football for Dutch Club FC Den Bosch.

Alen always works hard because he wants to be the best. Every day, he wakes up early, has breakfast and goes running. After running for an hour, he has a shower and leaves the house. He goes to the football club at 13.30 and **(4)** ..... with the other football players. They do training and their coach teaches them some tactics for the matches. He comes back home and has dinner with his family. He goes to bed early every night at 10.30 pm.

In his free time, he often plays video games or surfs the **(5)** ..... . He loves listening to music and he plays the guitar. He sometimes reads some books on sports because he is interested in all kinds of sports. At weekends, he goes out with his friends. They go to movies and play football or basketball.

Alen is a role-model for young people because he is a good athlete, a good son for his parents, and a good citizen for his country. It's important for young people to take **(6)** ..... early in life to be a mature and good person in life and help others.

14. Read the text again and answer the questions.

1. Does Alen get up early?
2. What time does he go to bed?
3. What does he do in his free time?
4. Why is Alen a role-model for young people?
5. Why is it important for young people to take responsibility early in life?

19

13. Read and complete the text with the words below.

Ask students to guess the meaning of the words with their partners. Then, tell them to read the text and complete it with these words. This activity encourages learners to become aware of the lexis related to people's occupations, likes, dislikes, free time activities. Once they finish the activity, ask students to give the answers individually.

Answer Key

1. professional
2. successful
3. housewife
4. meets
5. Internet
6. responsibility

14. Read the text again and answer the questions.

Ask students to read the questions first and ask them if they remember some of the answers from their first reading. Then, tell them to read the text again and answer the questions in pairs. Once they are finished, ask them to check their answers with the pairs behind or in front of them. Finally, check the answers with the class. This activity also develops students' scanning skills by making them look for specific information.

Answer Key

1. Yes, he gets up early.

2. He goes to bed early every night at 10:30 pm.

3. In his free time, he often plays video games or surfs the Internet. He loves listening to music and he plays the guitar. He sometimes reads some books on sports because he is interested in all kinds of sports. At weekends, he goes out with his friends. They go to movies and play football or basketball.

4. Because he is a good athlete, a good son for his parents, and a good citizen for his country.

5. It's important for young people to take responsibility early in life to be a mature and good person in life.

15. Read the text in exercise 13 again and fill in the information card about Alen Halilović.

(R1)

This activity allows students to find detailed information by scanning the text. Ask students to read the text again and fill in the chart individually. Then, tell them to share their answers with their partners.

Answer Key

Nationality: Croatian

Age: 25

Occupation: footballer

Name of his father: Sejad Halilovic

Occupation of his brother: Footballer

His free time activities: He often plays video games or surfs the Internet. He loves listening to music and he plays the guitar. He sometimes reads some books on sports. At weekends, he goes out with his friends. They go to movies and play football or basketball.

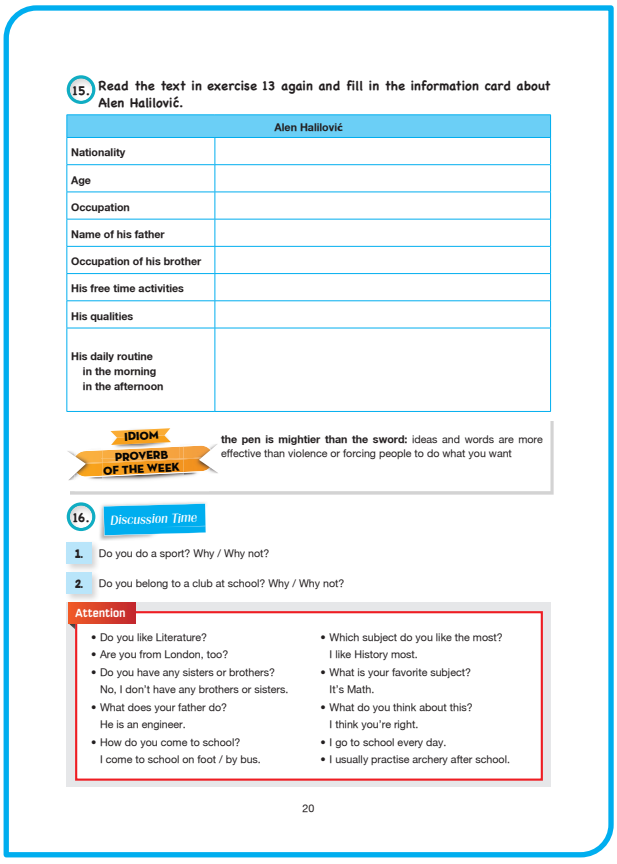
His qualities: He is a role-model for young people because he is a good athlete, a good son for his parents, and a good citizen for his country.

His daily routine: Every day, he wakes up early, has breakfast and goes running. After a one-hour running, he has a shower and leaves the house. He goes to the football club and meets the other football players. They do training. He comes back home and has dinner with his family. He goes to bed early every night at 10.30 pm.

IDIOM / PROVERB OF THE WEEK

Ask students if they know what "idiom / proverb" means. Elicit answers from students individually. Then, give some examples such as "Let the cat out of the bag." explaining that it doesn't really mean taking an actual cat out of the bag, but revealing secrets. Then, ask them if they know anything similar in Turkish.

Make sure that the students remember the idiom "hit the sheets" and the proverb "The pen is mightier than the sword." from the text in exercise 13. Let them read the full sentence again and infer the meaning. Ask them to use the idiom / proverb in the sentences.



15. Read the text in exercise 13 again and fill in the information card about Alen Halilović.

Alen Halilović	
Nationality	
Age	
Occupation	
Name of his father	
Occupation of his brother	
His free time activities	
His qualities	
His daily routine in the morning in the afternoon	

IDIOM / PROVERB OF THE WEEK

the pen is mightier than the sword: ideas and words are more effective than violence or forcing people to do what you want

16. Discussion Time

1. Do you do a sport? Why / Why not?
2. Do you belong to a club at school? Why / Why not?

Attention

- Do you like Literature?
- Are you from London, too?
- Do you have any sisters or brothers?
  No, I don't have any brothers or sisters.
- What does your father do?
  He is an engineer.
- How do you come to school?
  I come to school on foot / by bus.
- Which subject do you like the most?
  I like History most.
- What is your favorite subject?
  It's Math.
- What do you think about this?
  I think you're right.
- I go to school every day.
- I usually practise archery after school.

20

16. Discussion Time

This part is designed for the students to personalize and internalize the language and the skills they have practiced so far. This part enables students to synthesize the knowledge and produce it for communicative purposes. You may list the reasons on board while they are discussing. They may work in groups or as a whole class. They are required to answer the questions giving reasons.

Answer Key:* *Students' own answers

ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 132 and do the exercises.

17. Look at the picture and guess: Who are they? What are their jobs?

Ask students to look at the picture and guess who these men are and what they do in pairs. Then, elicit the answers.

Suggested Answer(s):

They are friends or colleagues. They can be businessmen or accountants.

Answer Key:

They are businessmen at an office.

Emre Korkmaz is the manager of the financial branch of a non-profit organization.

David Greenwood is a consultant at the same organization.

18. Read the dialogue and check your answers for exercise 17. Is your guess correct or not? Share your answers with the rest of the class.

(F1, F2)

Ask students to share their guesses with the rest of the class and discuss about their choices, why they think who these people are and what they do.

Answer Key: ***Students' own answers***

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17. Look at the picture and guess. Who are they? What are their jobs?

18. Read the dialogue and check your answers for exercise 17. Is your guess correct or not? Share your answers with the rest of the class.

Emre : Hi, I'm Emre Korkmaz. I am the manager of the financial branch of our organization.
David : Hello, my name is David Greenwood. Nice to meet you.
Emre : Nice to meet you, too. How do you do?
David : Great, thank you. And you?
Emre : Fine, thank you. So, you are our new consultant, Mr. Greenwood.
David : Exactly. I'm very delighted to be a part of this non-profit organization. I can't wait to start work.
Emre : Wonderful. I am glad you feel that way. Where are you from, Mr. Greenwood?
David : I'm from Sidney, Australia.
Emre : That's quite far from İstanbul, don't you think so?
David : It is indeed. But, when I heard about this position in this wonderful organization, I didn't want to miss this opportunity.

Emre : Absolutely. So, do you live with your family in İstanbul, Mr. Greenwood?
David : Yes, I do, Mr. Korkmaz. In fact, I brought all my family with me. I live with my wife, two children, my mother and my father here.
Emre : How lovely! Family and family values are very important for happiness in life.
David : That's true. How about you, Mr. Korkmaz? Where are you from?
Emre : I'm from Rize, but I live in İstanbul with my wife and children. My parents are still in Rize. I miss my hometown very much, but I also like living in İstanbul. So, what is your favorite thing about İstanbul, Mr. Greenwood?
David : My favorite thing about İstanbul is its unique history and historic buildings. It's such a beautiful city. I really like it.
Emre : You're right. Shall we get some tea before our general director's speech?
David : I think it's a great idea.

21

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19. Put the phrases from the dialogue in exercise 18 under the following groups.

(R1)

Ask students to work in groups in this exercise. Tell them that they are expected to put the phrases under the correct category and each item should be used once. When they finish, ask groups to exchange their papers. Finally, give the answers and ask students to check other groups' answers.

Answer Key:

Group 1: Greetings

- ***Hello, my name is***
- ***How do you do***
- ***Nice to meet you***

Group 2: Asking questions for personal information

- ***What is your favorite thing about ...?***
- ***Where are you from ...?***

Group 3: Answering personal questions

- ***My favorite thing is***
- ***I really like it***
- ***I live in***

20. Work in pairs. Write a formal dialogue between two people similar to the one in exercise 18. Then, act out the dialogue in class.

(F1, F2, S1, S2)

Ask students to work in pairs and write down a dialogue similar to the one in exercise 18. Remind them that this should be a formal dialogue between two colleagues at an office or a teacher-student dialogue at a school. When they finish, ask some pairs to act out the dialogue in front of the class.

Answer Key: ***Students' own answers***

19. Put the phrases from the dialogue in exercise 18 under the following groups.

• My favorite thing is ... .
• I live in ... .
• Hello, my name is ... .
• I really like it.
• How do you do?
• Where are you from?
• What is your favorite thing about ... ?
• Nice to meet you.

Group 1: Greetings
Group 2: Asking questions for personal information
Group 3: Answering personal questions

20. Work in pairs. Write a formal dialogue between two people similar to the one in exercise 18. Then, act out the dialogue in class.

21. Look at the activities in the pictures and match the pictures with the following groups. Some groups can be used more than once.

a. b. c. d. e. f.

Group 1 (Family Life): .....
Group 2 (Sports): .....
Group 3 (Music): .....
Group 4 (School Life): .....

22

21. Look at the activities in the pictures and match the pictures with the following groups. Some groups can be used more than once.

Ask students to match the pictures with the groups individually first. Remind them that groups can be matched with more than one picture. After they finish, tell them to check their answers in pairs. Finally, elicit the answers.

Answer Key:

Group 1: c, d

Group 2: b, c

Group 3: f

Group 4: a, e

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22. Put the words and phrases into the groups. Some words can be used more than once. Then, match the groups with the pictures in exercise 21.

Ask students to work in groups in this activity. Tell students that for the first part of the activity, they can use words more than once. For the second part of the activity, they can match the pictures with more than one group. This activity is designed to review and introduce vocabulary items related to activities. Once they finish, ask groups to exchange their papers. Finally, give the answers and ask students to check other group's answers.

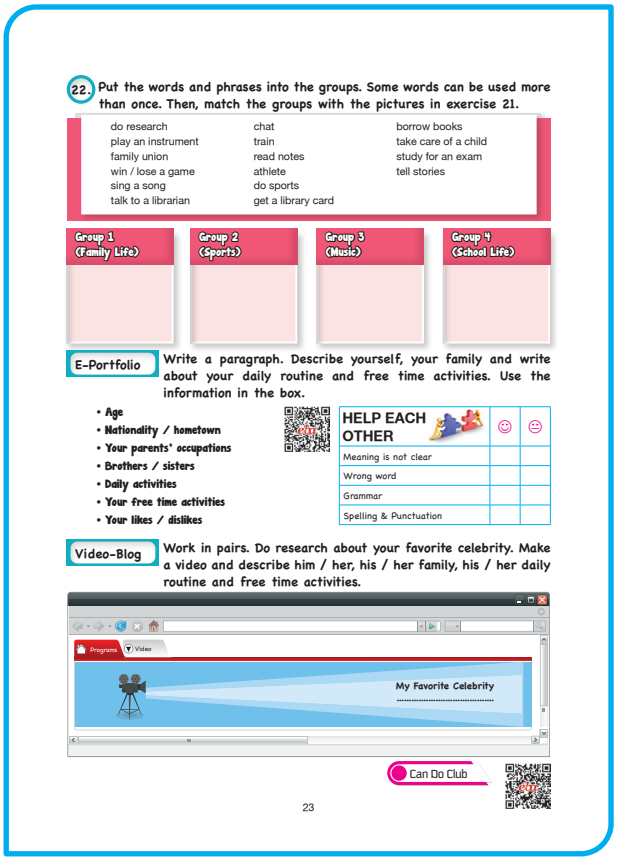
Answer Key

Group 1: family union, tell stories, chat, take care of a child

Group 2: athlete, do sports, train, win/lose a game, practice

Group 3: play an instrument, practice, sing a song, read notes

Group 4: get a library card, do research, borrow books, talk to a librarian, study for an exam



HELP EACH OTHER

Tell your students to work in pairs and read their friend's paragraph to give them feedback by using the mini-rubric.

E-Portfolio

Write a paragraph. Describe yourself, your family and write about your daily routine and free time activities. Use the information in the box.

(W1)

E-portfolios are designed to use technological tools efficiently in language acquisition since technology has become an important part of our lives and young learners are very good at using these tools. Therefore, it is important to integrate language learning with technology.

Ask your students to focus on the formal letter. Make sure that they notice the difference between formal and informal letter. Then, tell your students to write a formal e-mail using the model given to apply for that summer school.

Video-Blog

Work in pairs. Do research about your favorite celebrity. Make a video and describe him / her, his / her family, his / her daily routine and free time activities.

(F2, S1)

As mentioned above, the use of technology works as an effective tool in consolidating skills practiced. As a result, it is a beneficial alternative for learners to practice and recycle the skills they have learned.

Tell your students to do research about their favorite celebrity and make a video and describe her / him, her / his family, her / his daily routine and free time activities and put that video on their blogs.

CAN DO CLUB

Can Do Club parts contain statements for students to check how much they have acquired. Have your students go to page 126 and fill in the table.

THEME 1 ATTENTION ANSWER KEY

1. Read the text about a high school student and complete the text with the correct form of the verbs.

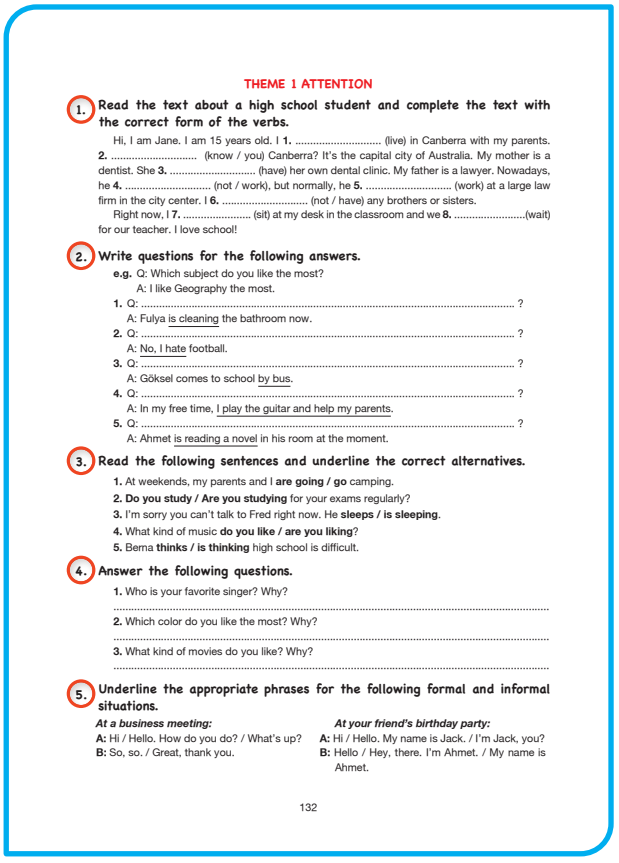
1. live
2. Do you know
3. has
4. is not working
5. works
6. don't have
7. am sitting
8. are waiting

2. Write questions for the following answers.

1. Q: **What is Fulya doing now?**
   A: Fulya is cleaning the bathroom.
2. Q: **Do you like football?**
   A: No, I hate football.
3. Q: **How does Göksel come to school?**
   A: Göksel comes to school by bus.
4. Q: **What do you do in your free time?**
   A: In my free time, I play the guitar and help my parents.
5. Q: **What is Ahmet doing at the moment?**
   A: Ahmet is reading a novel in his room at the moment.

3. Read the following sentences and underline the correct alternatives.

1. go
2. Do you study
3. is sleeping
4. do you like
5. thinks



THEME 1 ATTENTION

1. **Read the text about a high school student and complete the text with the correct form of the verbs.**

Hi, I am Jane. I am 15 years old. I **1.** ..... (live) in Canberra with my parents. **2.** ..... (know / you) Canberra? It's the capital city of Australia. My mother is a dentist. She **3.** ..... (have) her own dental clinic. My father is a lawyer. Nowadays, he **4.** ..... (not / work), but normally, he **5.** ..... (work) at a large law firm in the city center. I **6.** ..... (not / have) any brothers or sisters.
Right now, I **7.** ..... (sit) at my desk in the classroom and we **8.** .....(wait) for our teacher. I love school!

2. **Write questions for the following answers.**

e.g. Q: Which subject do you like the most?
A: I like Geography the most.

1. Q: ..... ?
   A: Fulya is cleaning the bathroom now.
2. Q: ..... ?
   A: No, I hate football.
3. Q: ..... ?
   A: Göksel comes to school by bus.
4. Q: ..... ?
   A: In my free time, I play the guitar and help my parents.
5. Q: ..... ?
   A: Ahmet is reading a novel in his room at the moment.

3. **Read the following sentences and underline the correct alternatives.**

1. At weekends, my parents and I **are going / go** camping.
2. **Do you study / Are you studying** for your exams regularly?
3. I'm sorry you can't talk to Fred right now. He **sleeps / is sleeping**.
4. What kind of music **do you like / are you liking**?
5. Berna **thinks / is thinking** high school is difficult.

4. **Answer the following questions.**

1. Who is your favorite singer? Why?
   .....
2. Which color do you like the most? Why?
   .....
3. What kind of movies do you like? Why?
   .....

5. **Underline the appropriate phrases for the following formal and informal situations.**

At a business meeting:	*At your friend's birthday party:*
A: Hi / Hello. How do you do? / What's up?	**A:** Hi / Hello. My name is Jack. / I'm Jack, you?
B: So, so. / Great, thank you.	**B:** Hello / Hey, there. I'm Ahmet. / My name is Ahmet.

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4. Answer the following questions.

Students' own answers

5. Underline the appropriate phrases for the following formal and informal situations.

At a business meeting:

A: Hello. How do you do?

B: Great, thank you.

At your friend's birthday party:

A: Hi. I'm Jack, you?

B: Hey, there. I'm Ahmet.

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THEME 1 WORKBOOK

1. Read and complete the short texts with the following vocabulary items below.

• have dinner	• always	• turns on
• listening to music	• go to the cinema	• favorite
• energetic	• wake up	

1. When I go running, I feel ..energetic.. and healthy. I often go alone but sometimes my friends join me and we do sports together. On weekdays, I sometimes go to the gym. At weekends, I ..wake up.. early and go running. I love sports!

2. My brother and I always read books. After school, we come back home, finish our homework and ..have dinner.. with our parents every day. Then, we go to our rooms and read books. Sometimes we share our books. Reading is our ..favorite.. free time activity!

3. Liz and Tom are cousins. Every weekend, they meet outside and they go to the cinema. They love movies. Tom likes adventure movies and Liz likes romantic comedies but they ..always.. find enjoyable movies and go together. Movies are perfect!

4. Rebecca plays the guitar. She loves music and she sings songs. Her favorite free time activity is listening to music. She wakes up in the morning and ..turns on.. her radio. Then, on her way to school, she listens to music and after school she goes to her guitar practice. Music is her life!

2. Read the short texts about free time activities again and match the texts with the pictures below.

a. 3

b. 4

c. 1

d. 2

3. Write a short paragraph and describe.

- yourself
- your family
- your daily life
- your free time activities

Student's own answers

4. Interview a family member or a friend about his / her daily activities. Then, write down your own answers.

	Your Family Member / Friend	You
When do you wake up every day?		
Do you have breakfast regularly?	Student's own answers	
How do you go to work / school?		
When do you come back home?		
What do you do at weekends?		

5. Write about Alex Morgan using the information chart.

ALEX MORGAN	
Nationality	American
Age	32
Occupation	Football player
Name of her father	Michael
Sisters	Jeni and Jeri
Her daily routine	• wake up early • have a shower • go training • study with friends • help her mother at home • sleep early
Her free time activities	• go to movies • read books • surf the Internet • play computer games

Alex .....

Student's own answers

6. Complete the dialogues with the correct phrases given below.

My favorite thing is	How do you do
I live in	What is your favorite thing about ...
My name is...	Nice to meet you
What's up	I'm ...
I really like it	

Dialogue 1

Interviewer : Hello, ..How do you do.. ?
Interviewee : I'm fine, thank you. And you?
Interviewer : I'm fine, thank you. Could you talk about yourself, please?
Interviewee : Certainly. ..My name is.. Hüseyin Temiz. I'm from Mardin, but ..I live in.. Ankara with my family.
Interviewer : Great. ..Nice to meet you..
Interviewee : Great to meet you, too.

Dialogue 2

Büşra : Hey, ..I'm.. Büşra. Our teacher put us in the same group for the project.
Fatima : Hi, I'm Fatima. So, ..What's up.. ?
Büşra : Not much. Let's get to know each other, then. ..What is your favorite thing about.. this course?
Fatima : Well, ..My favorite thing is.. the teacher encourages us to express our opinions freely. ..I really like it..
Büşra : I do, too.

7. Answer the following questions.

Student's own answers

1. Do you like listening to music? What kind of music do you like?
2. Do you often read books? What kind of books do you like most?
3. Which sports do you do? How often do you do sports?
4. What is your favorite thing about being a high school student?
5. Do you like using social media platforms? If yes, which ones?

THEME 2

PLANS

FUNCTIONS (F)

F1 Describing future plans and arrangements

F2 Expressing one's ideas in unplanned situations

F3 Making oral presentations on a planned topic

SKILLS

Listening (L)

L1 Students will be able to catch the details of future plans and arrangements in a recorded text/ video.

Pronunciation (P)

P1 Students will be able to practice intonation in asking and answering questions in daily conversations.

Speaking (S)

S1 Students will be able to talk about their own plans for the future.

S2 Students will be able to express their ideas in unplanned situations.

Reading (R)

R1 Students will able to identify specific information about people's future plans and arrangements in a text.

R2 Students will be able to skim a text to draw a conclusion.

Writing (W)

W1 Students will be able to write an opinion paragraph about their plans.

Warm up

Ask students if they like making plans for the future or not. Tell them to give reasons for their answers. Ask them if any of their plans about the future came true or not. Tell them to explain their answers further. You might also ask them about the advantages and disadvantages of making plans.

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1. What do you see in the picture? Do you plan your days? Why / Why not?

(F2, S2)

Ask students to look at the planner. Tell them that they will talk about making plans and ask them if the plans on the weekly planner are similar to theirs. Ask them to share their answers with their partners.

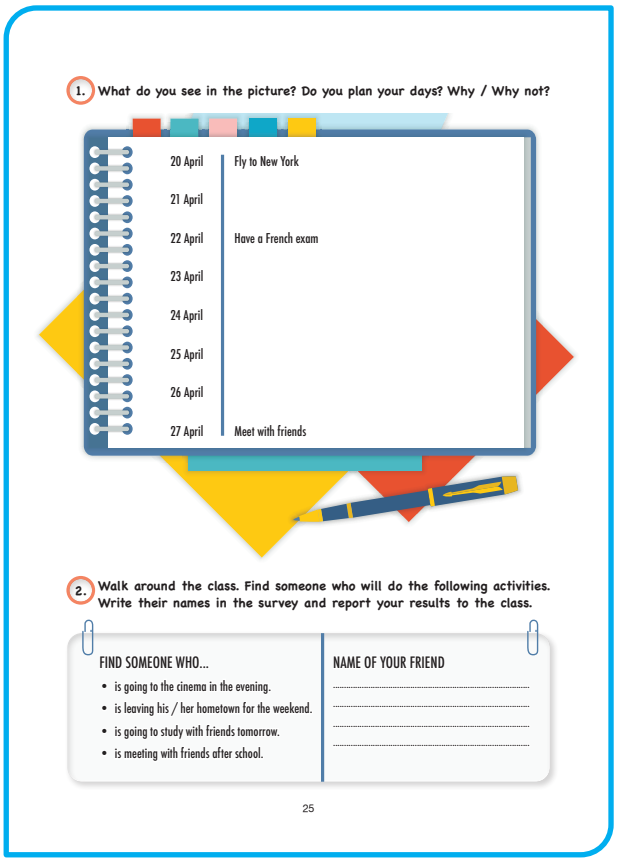
Answer Key: ***Students' own answers***

2. Walk around the class. Find someone who will do the following activities. Write their names in the survey and report your results to the class.

(F3)

Tell students that they will do a survey among their friends. Make sure that they speak English and ask the questions in English. Monitor them as they do the survey with their friends, do not interfere unless they need help. After they finish, ask them to share their findings with the rest of the class.

Answer Key: ***Students' own answers***



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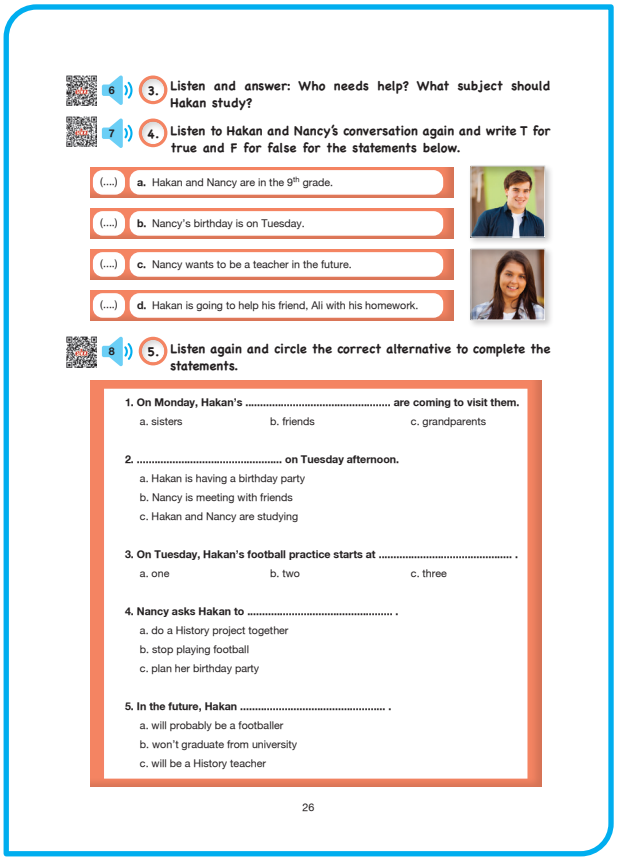
3. Listen and answer: Who needs help? What subject should Hakan study?

(F1, F2, L1)

Tell students that they will be listening to a dialogue between two high school students. Tell them to make guesses about the answers and share their answers with their partners.

This activity will help students activate their schemata and become familiar with the topic. Students will relate to the people in the picture and making predictions about the answers will make students active participants in the listening process.


6 3. Listen and answer: Who needs help? What subject should Hakan study?

7 4. Listen to Hakan and Nancy's conversation again and write T for true and F for false for the statements below.

(....) a. Hakan and Nancy are in the 9th grade.

(....) b. Nancy's birthday is on Tuesday.

(....) c. Nancy wants to be a teacher in the future.

(....) d. Hakan is going to help his friend, Ali with his homework.

8 5. Listen again and circle the correct alternative to complete the statements.

1. On Monday, Hakan's ..... are coming to visit them.
a. sisters b. friends c. grandparents

2. ..... on Tuesday afternoon.
a. Hakan is having a birthday party
b. Nancy is meeting with friends
c. Hakan and Nancy are studying

3. On Tuesday, Hakan's football practice starts at ..... .
a. one b. two c. three

4. Nancy asks Hakan to ..... .
a. do a History project together
b. stop playing football
c. plan her birthday party

5. In the future, Hakan ..... .
a. will probably be a footballer
b. won't graduate from university
c. will be a History teacher

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Tapescript 6

Hakan: Hey, how are you, Nancy? I haven't seen you for a long time.

Nancy: Hi, Hakan. I am very busy this year. You know, 10th grade is not very easy. We should study all the time.

Hakan: You're right. Actually, I need a favor from you. I have a History exam next Thursday and I know your History is very good. Can you study with me tomorrow?

Nancy: Tomorrow? I'm sorry, but I won't be in Ankara for some time. My family and I are going to come back on Sunday. I can help you on Monday after school if you like.

Hakan: Well, on Monday, my grandparents are coming to visit us. I can't do that. What's your schedule for the rest of the week?

Nancy: On Tuesday, I am meeting with my friends at the café. It's my birthday.

Hakan: Really? That's wonderful!

Nancy: Thank you. You can join us in the afternoon if you don't have other plans.

Hakan: Oh, sorry! On Tuesday, I have football practice with the school team. It starts at two. What about Wednesday?

Nancy: I'd love to, but I am going to help Ali with his homework. I promised him and I always keep my promises. I tell you what: Let's make a project together for our History class. This will help you understand History better. What do you say?

Hakan: That's a great idea, Nancy. You should be a teacher in the future.

Nancy: Actually, that's my dream job. I love school and I love lessons. So, teaching is the best job for me.

Hakan: I think you'll be a great teacher, Nancy.

Nancy: And I believe you'll be a successful footballer. Everybody is talking about you and your goals during the matches.

Answer Key

Hakan needs help. He should study History.

4. Listen to Hakan and Nancy's conversation again and write T for true and F for false for the statements below.

(F1, F2, L1)

Tell students that they will listen to the tapescript again and this time they will answer true / false statements. Tell them to read the statements first before they start listening. When they finish, ask them to share their answers with their partners. Finally, check the answers with the class.

Tapescript 7
It is the same as Tapescript 6.

Answer Key: ***1. F, 2. T, 3. T, 4. F***

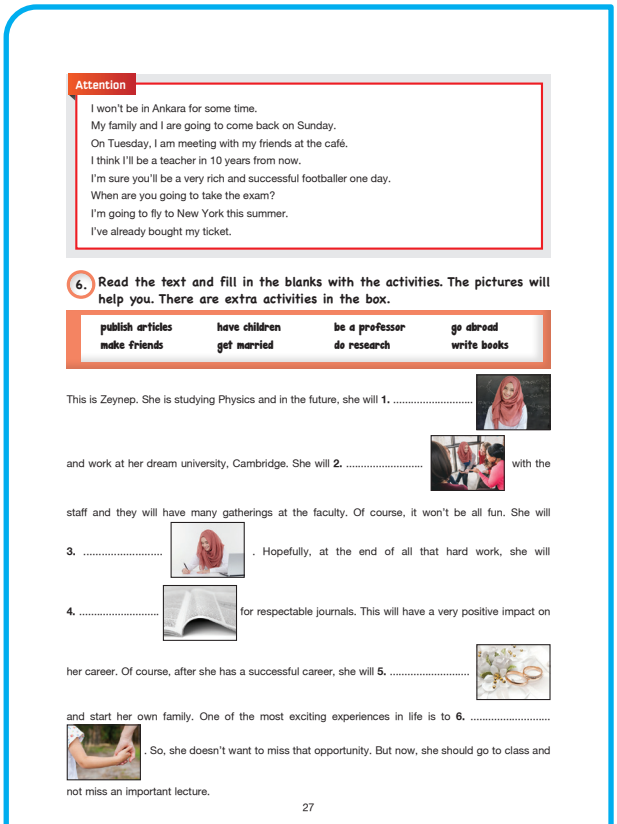
5. Listen again and circle the correct alternative to complete the statements.

(F1, F2, L1)

Before listening, ask students to read the questions. Then, play the recording once. Check the answers with the class.

Answer Key: ***1. c, 2. b, 3. b, 4. a, 5. a***

Tapescript 8
It is the same as Tapescript 6.



Attention

I won't be in Ankara for some time.
My family and I are going to come back on Sunday.
On Tuesday, I am meeting with my friends at the café.
I think I'll be a teacher in 10 years from now.
I'm sure you'll be a very rich and successful footballer one day.
When are you going to take the exam?
I'm going to fly to New York this summer.
I've already bought my ticket.

6. Read the text and fill in the blanks with the activities. The pictures will help you. There are extra activities in the box.

publish articles	have children	be a professor	go abroad
make friends	get married	do research	write books

This is Zeynep. She is studying Physics and in the future, she will **1.** ..... and work at her dream university, Cambridge. She will **2.** ..... with the staff and they will have many gatherings at the faculty. Of course, it won't be all fun. She will **3.** ..... . Hopefully, at the end of all that hard work, she will **4.** ..... for respectable journals. This will have a very positive impact on her career. Of course, after she has a successful career, she will **5.** ..... and start her own family. One of the most exciting experiences in life is to **6.** ..... . So, she doesn't want to miss that opportunity. But now, she should go to class and not miss an important lecture.

27

ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 133 and do the exercises.

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6. Read the text and fill in the blanks with the activities. The pictures will help you. There are extra activities in the box.

(F1, R1)

Before they do the exercise, ask students to discuss the meaning of the words in the box in pairs. Then, tell them to complete the text with their partners. When they finish, check the answers with the rest of the class. Write the words on the board and ask students if they would like to do any of the things in the list. Tell them to give reasons for their reply.

Answer Key

1. be a professor

2. make friends

3. do research

4. publish articles

5. get married

6. raise children

7. Read the text in exercise 6 quickly and answer the questions about Zeynep.

(F1, R1)

Ask students to read the text again and answer the questions. You may remind students that they are reading for specific details now and this is called scanning. You can tell them when they are scanning, they should focus on key words, italics, numbers, dates, etc. When they finish, ask them to exchange answers and each student will check his / her partner's answers.

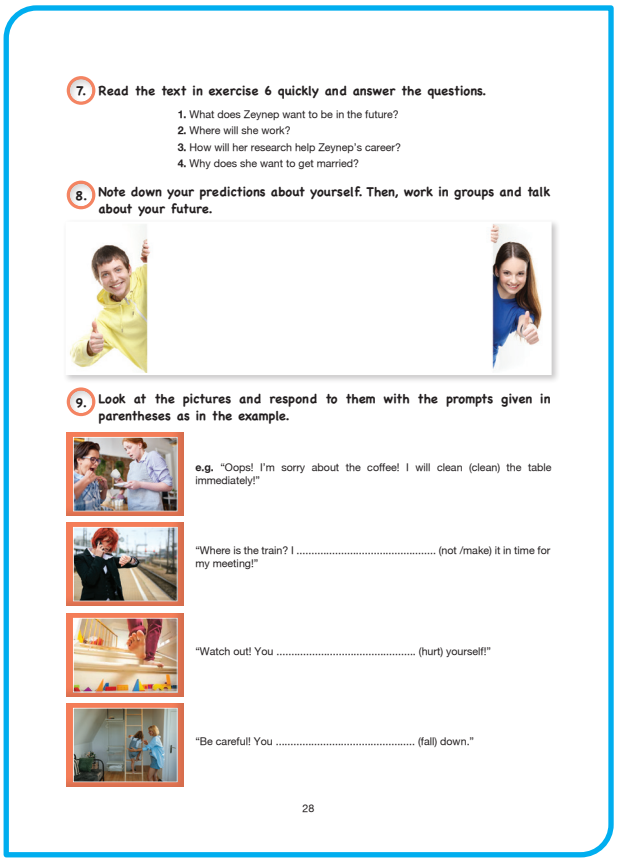
Answer Key

1. She wants to become a professor.

2. She will work at Cambridge University.

3. She will publish articles for respectable journals.

4. One of the most exciting experiences in life is to raise children.



7. Read the text in exercise 6 quickly and answer the questions.

1. What does Zeynep want to be in the future?
2. Where will she work?
3. How will her research help Zeynep's career?
4. Why does she want to get married?

8. Note down your predictions about yourself. Then, work in groups and talk about your future.

9. Look at the pictures and respond to them with the prompts given in parentheses as in the example.

e.g. "Oops! I'm sorry about the coffee! I will clean (clean) the table immediately!"

"Where is the train? I ..... (not /make) it in time for my meeting!"

"Watch out! You ..... (hurt) yourself!"

"Be careful! You ..... (fall) down."

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8. Note down your predictions about yourself. Then, work in groups and talk about your future.

(F1, S2, W1)

Tell students that they will think about and note down their future predictions and share their ideas as groups. Once they finish, ask each group to share their ideas with the rest of the class.

Answer Key:* *Students' own answers

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9. Look at the pictures and respond to them with the prompts given in parentheses as in the example.

(F2, S2)

Ask students to work in pairs and respond to each picture with the given prompts. Remind them to focus on what will happen in the pictures. When they finish, elicit the answers.

Answer Key

1. Where's the train? I won't make it in time for my meeting!

2. Watch out! You will hurt yourself!

3. Be careful! You will fall down.

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10. In pairs, look at the pictures in exercise 9 and guess what will or won't happen. Share your answers with the rest of the class.

(F2, S2)

This exercise will enable students to practice what they have learned. Ask them to work in pairs and discuss what will or won't happen in the pictures. You may ask one or two pairs to act out what they discuss in front of the class.

Answer Key: ***Students' own answers***

11. Now, read the unplanned situations and tell what you will / won't do in these situations.

(F2, S2)

Ask students to work in groups of four and read the unplanned situations. Then, ask them to tell what they will or won't do for each situation to the group members. Remind them to take turns and comment on each situation in their groups. Monitor them while they are doing the activity and help when necessary.

Suggested Answer(s):

S1: I will go back home to get it.

S2: I will see a doctor.

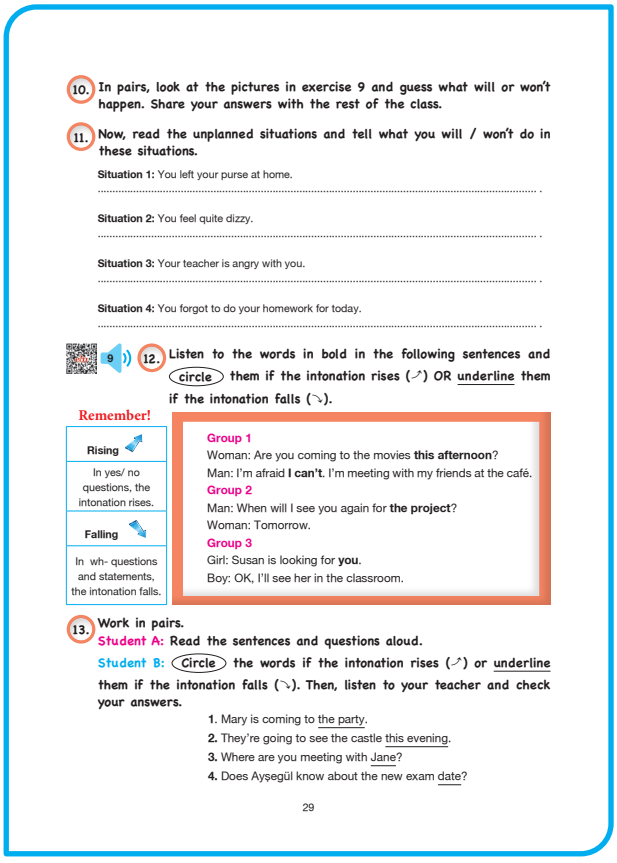
S3: I will apologize to her / him.

S4: I will do it tomorrow.

12. Listen to the words in bold in the following sentences and circle them if the intonation rises (↗) OR underline them if the intonation falls (↘).

(P1)

Before listening, remind students of the first pronunciation exercise on intonation that they did in Theme 1. Recycle the information they have learned by asking questions such as "Does the intonation rise or fall in questions?" and "What about in sentences?". After you have recycled rising and falling intonation, play the recording twice without any interruption. Afterwards, ask students to check their answers with their partners. Finally, check the answers with the class.



10. In pairs, look at the pictures in exercise 9 and guess what will or won't happen. Share your answers with the rest of the class.

11. Now, read the unplanned situations and tell what you will / won't do in these situations.

Situation 1: You left your purse at home.

Situation 2: You feel quite dizzy.

Situation 3: Your teacher is angry with you.

Situation 4: You forgot to do your homework for today.

9 12. Listen to the words in bold in the following sentences and circle them if the intonation rises (↗) OR underline them if the intonation falls (↘).

Remember!

Rising ↗
In yes/ no questions, the intonation rises.

Falling ↘
In wh- questions and statements, the intonation falls.

Group 1
Woman: Are you coming to the movies **this afternoon**?
Man: I'm afraid **I can't**. I'm meeting with my friends at the café.
Group 2
Man: When will I see you again for **the project**?
Woman: Tomorrow.
Group 3
Girl: Susan is looking for **you**.
Boy: OK, I'll see her in the classroom.

13. Work in pairs.
Student A: Read the sentences and questions aloud.
Student B: circle the words if the intonation rises (↗) or underline them if the intonation falls (↘). Then, listen to your teacher and check your answers.

1. Mary is coming to the party.
2. They're going to see the castle this evening.
3. Where are you meeting with Jane?
4. Does Ayşegül know about the new exam date?

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Tapescript 9

Group 1

Woman: Are you coming to the movies this afternoon?

Man: I'm afraid I can't. I'm meeting with my friends at the café.

Group 2

Man: When will I see you again for the project?

Woman: Tomorrow.

Group 3

Girl: Susan is looking for you.

Boy: OK, I'll see her in the classroom.

Answer Key:

Group 1

this afternoon: rising

I can't: rising

Group 2

the project: falling

Group 3

you: falling

13. Work in pairs.

Student A: Read the sentences aloud.

Student B: Circle the words if the intonation rises (↗) or underline them if the intonation falls (↘). Then, listen to your teacher and check your answers.

(P1)

Tell students that they will practice what they did in exercise 9. Once they finish doing the exercise, read the sentences and questions and ask them to compare their own pronunciation with yours.

Answer Key:

1. fall, 2. fall, 3. fall, 4. rise

14. Read the text quickly and match the headings with the paragraphs. One is extra.

(R1, R2)

Tell students to look at the text very quickly and ask them what their prediction about the topic is. Tell them that this is skimming and explain that they move their eyes quickly over the page using headings and visual features to find the information they are looking for. Have them understand that while skimming the aim is to understand or find the main points, not the details. After you elicit some answers, ask them to read the text and match the headings with suitable paragraphs. Tell them to work individually and check the answers with the rest of the class.

Answer Key

1. b. Make a to-do-list

2. d. Know your limits

3. a. Keep your work with you

4. c. Prepare a study plan

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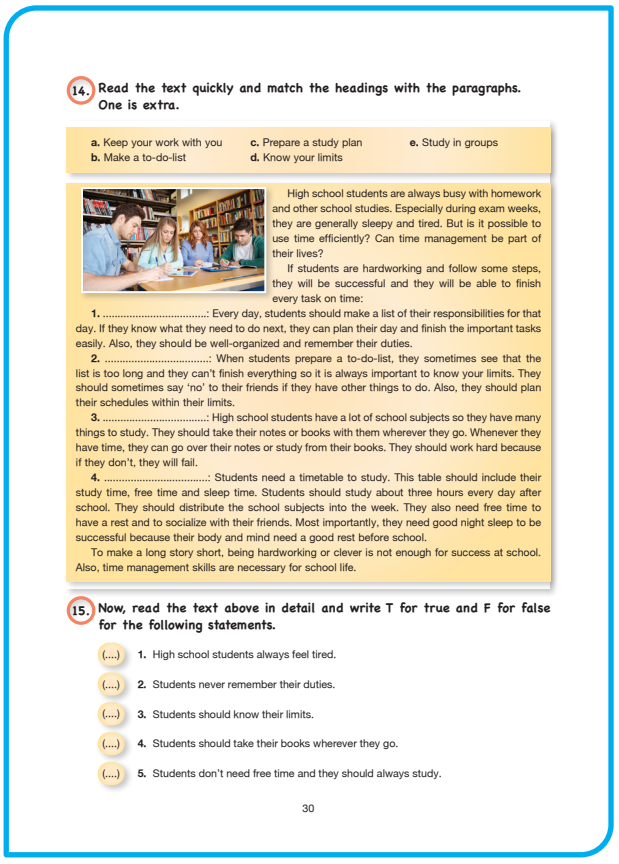

14. Read the text quickly and match the headings with the paragraphs. One is extra.

a. Keep your work with you
b. Make a to-do-list
c. Prepare a study plan
d. Know your limits
e. Study in groups

High school students are always busy with homework and other school studies. Especially during exam weeks, they are generally sleepy and tired. But is it possible to use time efficiently? Can time management be part of their lives?

If students are hardworking and follow some steps, they will be successful and they will be able to finish every task on time:

1. .....: Every day, students should make a list of their responsibilities for that day. If they know what they need to do next, they can plan their day and finish the important tasks easily. Also, they should be well-organized and remember their duties.

2. .....: When students prepare a to-do-list, they sometimes see that the list is too long and they can't finish everything so it is always important to know your limits. They should sometimes say 'no' to their friends if they have other things to do. Also, they should plan their schedules within their limits.

3. .....: High school students have a lot of school subjects so they have many things to study. They should take their notes or books with them wherever they go. Whenever they have time, they can go over their notes or study from their books. They should work hard because if they don't, they will fail.

4. .....: Students need a timetable to study. This table should include their study time, free time and sleep time. Students should study about three hours every day after school. They should distribute the school subjects into the week. They also need free time to have a rest and to socialize with their friends. Most importantly, they need good night sleep to be successful because their body and mind need a good rest before school.

To make a long story short, being hardworking or clever is not enough for success at school. Also, time management skills are necessary for school life.

15. Now, read the text above in detail and write T for true and F for false for the following statements.

(....) 1. High school students always feel tired.

(....) 2. Students never remember their duties.

(....) 3. Students should know their limits.

(....) 4. Students should take their books wherever they go.

(....) 5. Students don't need free time and they should always study.

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15. Now, read the text above in detail and write T for true and F for false for the following statements.

(R1, R2)

Tell students to scan the text and decide which sentences are true and which are false. You may ask for justification for the false answers by asking them to make the false sentences true.

Answer Key: ***1. F, 2. F, 3. T, 4. T, 5. F***

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16. Read the text in exercise 14 and answer the questions.

(R1, R2)

Tell students to read the text individually and answer the following questions. Ask them to exchange their answers with their partners and discuss their ideas. With this exercise, students will be able to read a text on effective time management skills and identify the ones that they have and they don't.

Answer Key

1. To have a rest and to socialize with their friends.

2. Students' own answers

3. Students' own answers

4. Students' own answers

5. b, d

6. Students' own answers

17. Work in groups of four and discuss the important values for being a successful student.

(R2)

This exercise will enable students to discuss the values of our society. Ask them to talk about the values and importance of having these values to be a good person. Monitor them while they are discussing. Finally, elicit some answers and ask for others' comments.

***Answer Key:* Students' own answers**

IDIOM / PROVERB OF THE WEEK

Remind students what they did in theme 1 as idiom / proverb of the week and ask them to discuss the meaning of this idiom and ask them to think about situations in which they can use this idiom.

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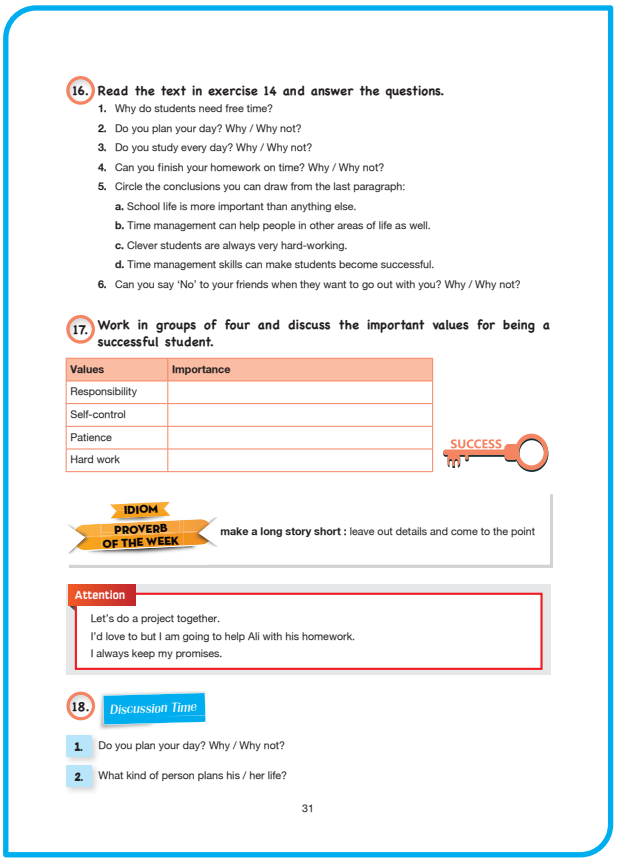

16. Read the text in exercise 14 and answer the questions.

1. Why do students need free time?
2. Do you plan your day? Why / Why not?
3. Do you study every day? Why / Why not?
4. Can you finish your homework on time? Why / Why not?
5. Circle the conclusions you can draw from the last paragraph:
   a. School life is more important than anything else.
   b. Time management can help people in other areas of life as well.
   c. Clever students are always very hard-working.
   d. Time management skills can make students become successful.
6. Can you say 'No' to your friends when they want to go out with you? Why / Why not?

17. Work in groups of four and discuss the important values for being a successful student.

Values	Importance
Responsibility	
Self-control	
Patience	
Hard work	

SUCCESS

IDIOM / PROVERB OF THE WEEK — **make a long story short :** leave out details and come to the point

Attention

Let's do a project together.
I'd love to but I am going to help Ali with his homework.
I always keep my promises.

18. Discussion Time

1. Do you plan your day? Why / Why not?
2. What kind of person plans his / her life?

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ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 133 and do the exercises.

18. Discussion Time

(S2)

Remind students the purpose of this section and ask them to think about these questions first individually and then, discuss their answers with their partners. Finally, ask students to share their opinions with the class.

***Answer Key:* Students' own answers**

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19. Read the following texts about three people and answer the following questions.

(R1)

Ask students to read the text in details and answer the questions individually. When they finish, tell them to check their answers in pairs. Finally, elicit the answers and ask for clarification.

Answer Key

1. He is going to come back and serve his country and his students.

2. Suggested answer(s): Yes, he does because he wants to serve his country. / He wants to come back to his own country.

3. She will enter the university exam and it will be difficult for her.

4. She is planning to be the boss of her own company.

5. Yes, because she will treat her employees fairly and give importance to honesty.

6. Suggested answer(s): Yes, she is because she's pretty excited.

7. She's going to spend some time with her friends and go on a cruise with her husband.

8. He's planning to move to a coastal town and build their dream house to invite people over for summer holidays.

9. Yes, because they are planning to invite all their friends to their house and spend some time with them.

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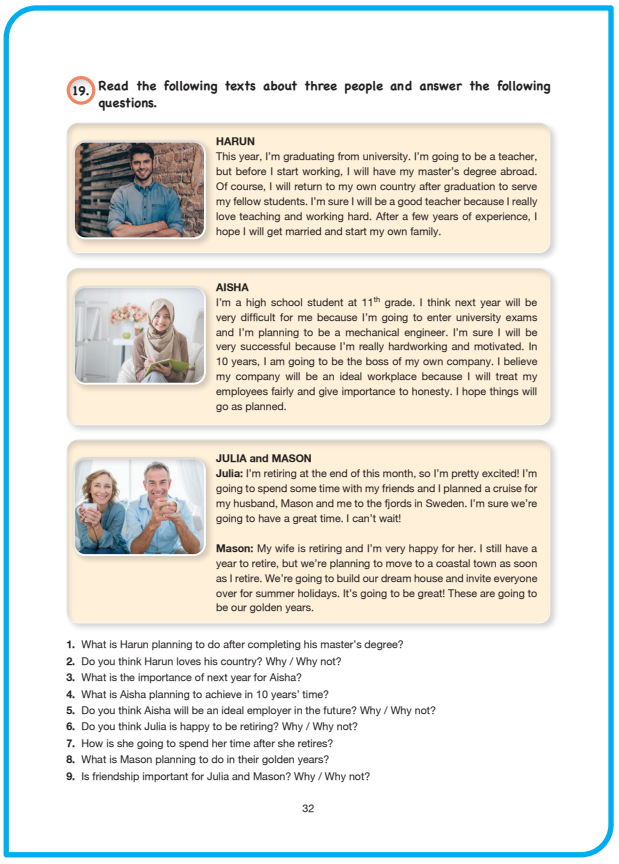

19. Read the following texts about three people and answer the following questions.

HARUN
This year, I'm graduating from university. I'm going to be a teacher, but before I start working, I will have my master's degree abroad. Of course, I will return to my own country after graduation to serve my fellow students. I'm sure I will be a good teacher because I really love teaching and working hard. After a few years of experience, I hope I will get married and start my own family.

AISHA
I'm a high school student at 11th grade. I think next year will be very difficult for me because I'm going to enter university exams and I'm planning to be a mechanical engineer. I'm sure I will be very successful because I'm really hardworking and motivated. In 10 years, I am going to be the boss of my own company. I believe my company will be an ideal workplace because I will treat my employees fairly and give importance to honesty. I hope things will go as planned.

JULIA and MASON
Julia: I'm retiring at the end of this month, so I'm pretty excited! I'm going to spend some time with my friends and I planned a cruise for my husband, Mason and me to the fjords in Sweden. I'm sure we're going to have a great time. I can't wait!

Mason: My wife is retiring and I'm very happy for her. I still have a year to retire, but we're planning to move to a coastal town as soon as I retire. We're going to build our dream house and invite everyone over for summer holidays. It's going to be great! These are going to be our golden years.

1. What is Harun planning to do after completing his master's degree?
2. Do you think Harun loves his country? Why / Why not?
3. What is the importance of next year for Aisha?
4. What is Aisha planning to achieve in 10 years' time?
5. Do you think Aisha will be an ideal employer in the future? Why / Why not?
6. Do you think Julia is happy to be retiring? Why / Why not?
7. How is she going to spend her time after she retires?
8. What is Mason planning to do in their golden years?
9. Is friendship important for Julia and Mason? Why / Why not?

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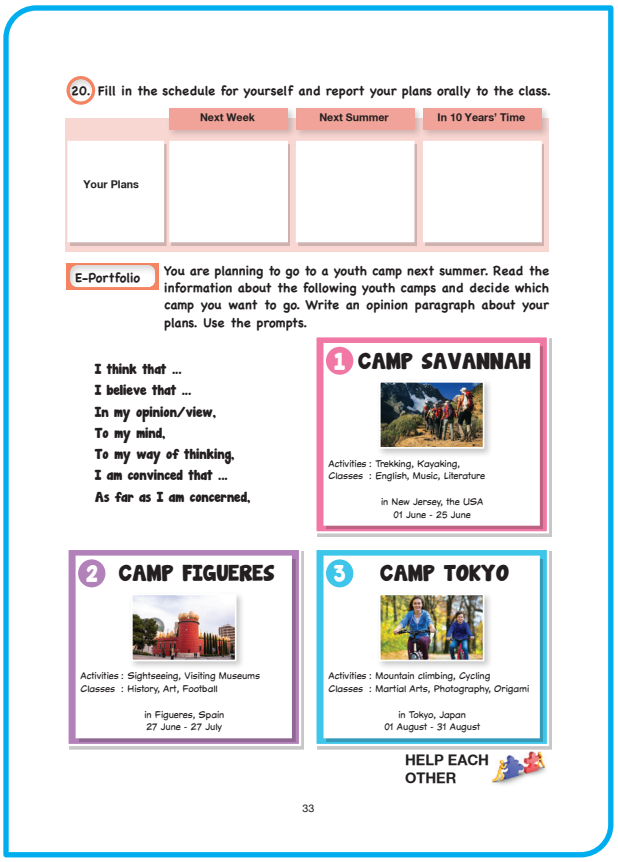
20. Fill in the schedule for yourself and report your plans orally to the class.

(F1, S1)

Ask students to work on the weekly schedule individually and make plans about their weekly activities. Then, have them report what they have planned to the class.

Answer Key: ***Students' own answers***



20. Fill in the schedule for yourself and report your plans orally to the class.

	Next Week	Next Summer	In 10 Years' Time
Your Plans			

E-Portfolio

You are planning to go to a youth camp next summer. Read the information about the following youth camps and decide which camp you want to go. Write an opinion paragraph about your plans. Use the prompts.

I think that ...
I believe that ...
In my opinion/view,
To my mind,
To my way of thinking,
I am convinced that ...
As far as I am concerned,

1 CAMP SAVANNAH

Activities : Trekking, Kayaking,
Classes : English, Music, Literature

in New Jersey, the USA
01 June - 25 June

2 CAMP FIGUERES

Activities : Sightseeing, Visiting Museums
Classes : History, Art, Football

in Figueres, Spain
27 June - 27 July

3 CAMP TOKYO

Activities : Mountain climbing, Cycling
Classes : Martial Arts, Photography, Origami

in Tokyo, Japan
01 August - 31 August

HELP EACH OTHER

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E-Portfolio

You are planning to go to a youth camp next summer. Read the information about the following youth camps and decide which camp you want to go. Write an opinion paragraph about your plans. Use the prompts.

(W1)

Tell students that they will write an opinion paragraph on their own. First, ask them to read the information about the youth camps given. Then, choose the one they like and write down their paragraph. Once they finish, you can ask them to exchange their paragraphs and comment on their partner's plans.

Answer Key: ***Students' own answers***

HELP EACH OTHER

Tell your students to work in pairs and read their friend's paragraph to give them feedback by using the mini-rubric.

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Video-Blog

Work in pairs. Make plans for a school event (conference / concert etc.). Then, make a video. Watch your friends' videos and talk about their plans.

(F1, F3, S1)

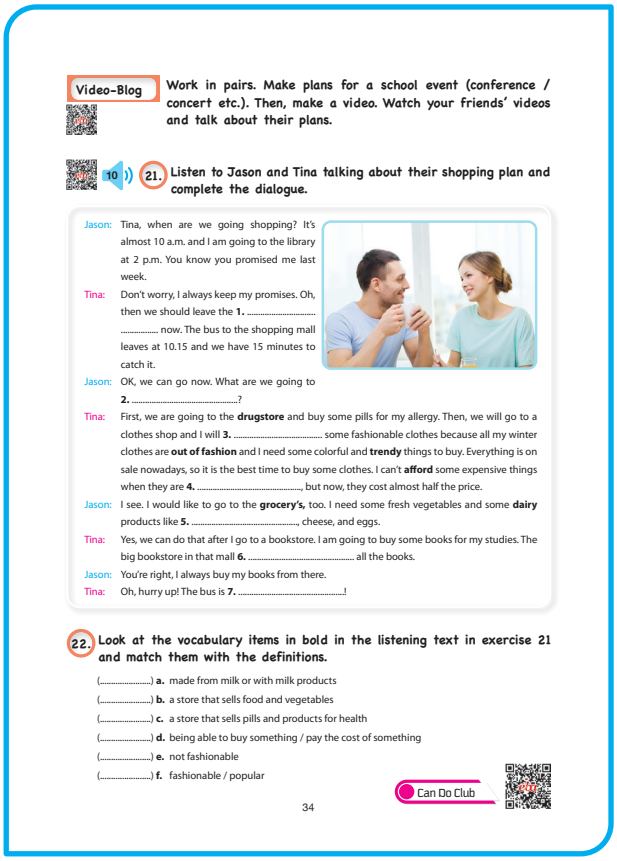
Tell students that they will work in pairs and prepare a school event that they will be planning. Tell them they could prepare a concert, conference, panel, etc. Once they prepare the video, ask them to watch each other's videos and give feedback about the videos.

Answer Key:* *Students' own answers

21. Listen to Jason and Tina talking about their shopping plan and complete the dialogue.

(F1, L1)

Ask students to make predictions about the people in the picture such as who they are and what they are talking about. Tell them to listen to and complete the dialogue.



Video-Blog

Work in pairs. Make plans for a school event (conference / concert etc.). Then, make a video. Watch your friends' videos and talk about their plans.

10 21. Listen to Jason and Tina talking about their shopping plan and complete the dialogue.

Jason: Tina, when are we going shopping? It's almost 10 a.m. and I am going to the library at 2 p.m. You know you promised me last week.

Tina: Don't worry, I always keep my promises. Oh, then we should leave the **1.** ..... now. The bus to the shopping mall leaves at 10.15 and we have 15 minutes to catch it.

Jason: OK, we can go now. What are we going to **2.** .....?

Tina: First, we are going to the **drugstore** and buy some pills for my allergy. Then, we will go to a clothes shop and I will **3.** ..... some fashionable clothes because all my winter clothes are **out of fashion** and I need some colorful and **trendy** things to buy. Everything is on sale nowadays, so it is the best time to buy some clothes. I can't **afford** some expensive things when they are **4.** ....., but now, they cost almost half the price.

Jason: I see. I would like to go to the **grocery's,** too. I need some fresh vegetables and some **dairy** products like **5.** ....., cheese, and eggs.

Tina: Yes, we can do that after I go to a bookstore. I am going to buy some books for my studies. The big bookstore in that mall **6.** ..... all the books.

Jason: You're right, I always buy my books from there.

Tina: Oh, hurry up! The bus is **7.** .....!

22. Look at the vocabulary items in bold in the listening text in exercise 21 and match them with the definitions.

(.....) **a.** made from milk or with milk products
(.....) **b.** a store that sells food and vegetables
(.....) **c.** a store that sells pills and products for health
(.....) **d.** being able to buy something / pay the cost of something
(.....) **e.** not fashionable
(.....) **f.** fashionable / popular

Can Do Club

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Tapescript 10

Jason: Tina, when are we going shopping? It's almost 10 am and I am going to the library at 2 pm. You know you promised me last week.

Tina: Don't worry, I always keep my promises. Oh, then we should leave the house now. The bus to the shopping mall leaves at 10:15 and we have 15 minutes to catch it.

Jason: OK, we can go now. What are we going to buy?

Tina: First, we are going to the drugstore and buy some pills for my allergy. Then, we will go to a clothes shop and I will try on some fashionable clothes because all my winter clothes are out of fashion and I need some colorful and trendy things to buy. Everything is on sale nowadays so it is the best time to buy some clothes. I can't afford some expensive things when they are popular but now they cost almost half the price.

Jason: I see. I would like to go to the grocery's, too. I need some fresh vegetables and some dairy products like milk, cheese and eggs.

Tina: Yes, we can do that after I go to a bookstore. I am going to buy some books for my studies. The big bookstore in that mall sells all the books.

Jason: You're right, I always buy my books from there.

Tina: Oh, hurry up! The bus is coming!

Answer Key

1. house	***2. buy***
3. try on	***4. popular***
5. milk	***6. sells***
7. coming	

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22. Look at the vocabulary items in bold in the listening text in exercise 21 and match them with the definitions.

Ask students to do the exercise individually and share their answers with their partners. Then, check the answers with the class.

Answer Key

a. dairy

b. grocery's

c. drugstore

d. afford

e. out of fashion

f. trendy

CAN DO CLUB

Can Do Club parts contain statements for students to check how much they have acquired. Have your students go to page 126 and fill in the table.

THEME 2 ATTENTION ANSWER KEY

1. Read Hasan's planner for this weekend and write sentences.

He is going to help his mom with breakfast at 10 o'clock this Saturday.

He is going to study his lessons at 1 o'clock on Saturday.

He is going out with his friends at 3 o'clock on Saturday.

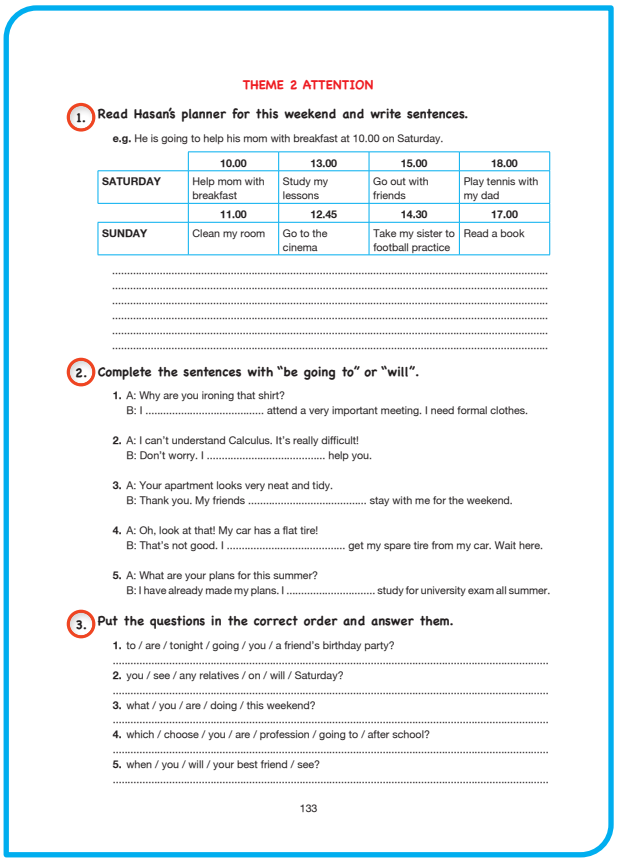
He is playing tennis with his dad at 8 o'clock on Saturday.

On Sunday, he is going to clean his room at 11 o'clock.

He is going to the cinema at quarter to 1 on Sunday.

He is going to take his sister to football practice at half past 2 on Sunday.

He is going to read a book at 5 o'clock on Sunday.



THEME 2 ATTENTION

1. Read Hasan's planner for this weekend and write sentences.

e.g. He is going to help his mom with breakfast at 10.00 on Saturday.

	10.00	13.00	15.00	18.00
SATURDAY	Help mom with breakfast	Study my lessons	Go out with friends	Play tennis with my dad
	11.00	12.45	14.30	17.00
SUNDAY	Clean my room	Go to the cinema	Take my sister to football practice	Read a book

2. Complete the sentences with "be going to" or "will".

1. A: Why are you ironing that shirt?
B: I ..... attend a very important meeting. I need formal clothes.

2. A: I can't understand Calculus. It's really difficult!
B: Don't worry. I ..... help you.

3. A: Your apartment looks very neat and tidy.
B: Thank you. My friends ..... stay with me for the weekend.

4. A: Oh, look at that! My car has a flat tire!
B: That's not good. I ..... get my spare tire from my car. Wait here.

5. A: What are your plans for this summer?
B: I have already made my plans. I ..... study for university exam all summer.

3. Put the questions in the correct order and answer them.

1. to / are / tonight / going / you / a friend's birthday party?
2. you / see / any relatives / on / will / Saturday?
3. what / you / are / doing / this weekend?
4. which / choose / you / are / profession / going to / after school?
5. when / you / will / your best friend / see?

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2. Complete the sentences with "going to" or "will".

1. am going to
2. will
3. are going to
4. will
5. going to

3. Put the questions in the correct order and answer them.

1. Are you going to a friend's birthday party tonight? / Students' own answers

2. Will you see any relatives on Saturday? / Students' own answers

3. What are you doing this weekend? / Students' own answers

4. Which profession are you going to choose after school? / Students' own answers

5. When will you see your best friend? / When will your best friend see you? / Students' own answers

THEME 2 WORKBOOK

1. Work in pairs. Read the following bubbles and write a suitable future plan for each person.

Summer is coming. I am really excited. This summer. .....
I'm going to work at a law firm as an intern.

Next Friday, I have an important exam, so tonight, **I'm going to study with my friends.**

Next month, our grandchildren will graduate from high school, so .....
we're going to buy them some presents.

Next week, I have an important meeting so this weekend, **I'm going to prepare for the meeting.**

2. Imagine that you are a famous pop star. Put the following events in order and write your plans using the prompts below.

I'm going to design new clothes for teenagers in 2020.
I'm going to go on a world tour in April.
I'm going to start working on a new album after the world tour.
I'm going to spend time with my family.

3. Unscramble the following words and write their correct spelling.

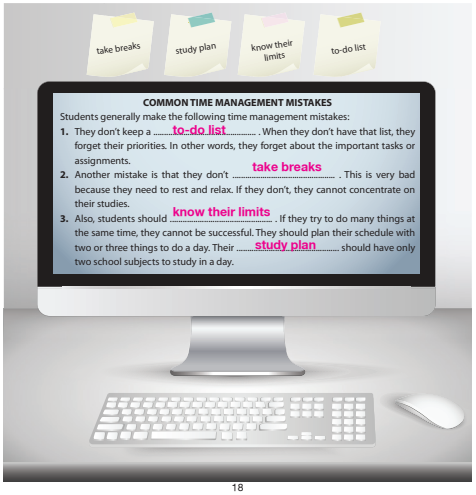
1. GDTRAAUE	**GRADUATE**
2. LIVE ARBADO	**LIVE ABROAD**
3. BUY A ULUXRY HOUSE	**BUY A LUXURY HOUSE**
4. INDF A JOB	**FIND A JOB**
5. HAVE A JOB IWNTERVIE	**HAVE A JOB INTERVIEW**
6. TLEVRA RUNOAD THE WRLOD	**TRAVEL AROUND THE WORLD**
7. HAVE A IGB LYMAFI	**HAVE A BIG FAMILY**

4. Read Mary's planner for next week and write down her plans.

Monday	see the dentist at 13.00.
Wednesday	attend a workshop at 09.00.
Friday	go to the cinema at 19.00.
Sunday	finish her project for school.

Sue's going to see her dentist at 13.00 on Monday. On Wednesday, she's going to attend a workshop at 09.00. At 19.00 on Friday, she's going to go to the cinema. On Sunday, she's going to finish her project for school.

5. Read the text and complete it with the words from the box.



6. Work in pairs. Discuss these questions with your partner:

1. Which time management mistakes do you make?
2. How can you manage your time better at home?

Student's own answers

7. Read the quotes. Choose the sentence that best explains the quote. Then, with your partner, discuss if you agree or not.

"The bad news is time flies. The good news is you're the pilot."

Michael Altshuler

a. Time flies, but you can use your time effectively.
b. If you're not a pilot, time flies away very quickly.

Student's own answers

"Either you run the day, or the day runs you."

Jim Rohn

a. It is more difficult to control the daily activities than to control weekend activities.
b. If you don't manage your activities effectively during the day, the day controls you.

THEME 3

LEGENDARY FIGURE

FUNCTIONS (F)

F1 Describing past activities and events

F2 Talking about sequential actions

F3 Describing characters and settings in an event in the past

SKILLS

Listening (L)

L1 Students will be able to put the events in the correct order by listening to a story.

Pronunciation (P)

P1 Students will be able to practice uttering "–ed" sounds in V2.

Speaking (S)

S1 Students will be able to act out a story as a legendary figure.

S2 Students will be able to retell a story by describing characters and places.

S3 Students will be able to talk about a historical legendary figure in Turkish history.

Reading (R)

R1 Students will be able to scan a short story to fill in the timelines with events and dates.

R2 Students will be able to answer the questions about past events given in a reading text.

Writing (W)

W1 Students will be able to write the end of a given unfinished story.

Warm up

Ask students whether they know the meaning of the word legend. After eliciting some answers, you may want to give an explanation such as:

Legend is a story or a figure which may or may not be proven but passed through generations from earlier times and legends are popular in almost all cultures' folklore.

Also, you might want to remind students that the adjective form of "legend", which is "legendary" can be used to describe something or someone as very admirable in some way. For example, a legendary footballer means the very best and / or the greatest.

After that, you might want students to come up with names whom they think are legendary figures. Once they are done, you might move on to the first activity.

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1. Look at the pictures. Do you know anything about these legendary figures? Try to guess and find who they are and what they did. Then, share your answers with your classmates.

(F1)

Ask students to look at the pictures and guess who these legendary figures are. Then, monitor them while they are making their predictions. After you elicit answers from students, you can mention that the definition of a legendary figure is vast as it can refer to someone completely imaginary or someone who lived. You can share the following information about these figures:

Gilgamesh the King: He is believed to be the king of Uruk, one of the most important cities in Mesopotamia. He is mentioned in the famous poetic work The Epic of Gilgamesh, which was written around 2150-1400 BCE. His adventures as a king are told in this work. Some historians believe he really existed.

Paul Bunyan: He is a giant lumberjack, the legendary hero of the lumber camps in the United States. His tales describe how Paul created lakes and rivers and created other geographic forms such as Puget Sound, the Grand Canyon, and the Black Hills.

Şahmeran: She is a half person and half snake living in a cave with other snakes. It is believed that the legend took place in a cave in Tarsus, Mersin. She is the şah of all the snakes that are good and wise. However, after she trusted a man named Cemşah, she is killed by the king for her curing qualities.

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1. Look at the pictures. Do you know anything about these legendary figures? Try to guess and find who they are and what they did. Then, share your answers with your classmates.

Gilgamesh the King | Paul Bunyan | Şahmeran

2. Discussion Time

1. Do you like legends? Why / Why not?
2. Do you know any international and / or local legends?

3. Match the pictures with the descriptions of the Turkish legends below. One is extra.

1. (....) 2. (....) 3. (....) 4. (....)

a. Once upon a time, a fortune-teller predicted to a King that his daughter would be killed by a snakebite. In order to protect his daughter, the King built a castle in the sea. Time passed and the girl grew up in the castle. However, the fortune-teller's prediction came true when a snake in a fruit basket bit the princess and killed her.

b. There are various legends about the Giresun Island, but according to one of them, the Amazons, who were legendary warriors, used the island for religious ceremonies. That's why the island is also called the Island of the Amazons. It's also the home of another legend, "The Argonauts and the Golden Fleece", which talks about the Argonauts' quest to find the golden fleece.

c. On mountain Albat, there was the Ortanca Fountain, where a dragon appeared and didn't allow anyone near the fountain, and people went thirsty. The lord of the city decided to kill the dragon with two sharp - swords and went to kill the dragon. The lord held the swords out in his two hands. The dragon swallowed the lord. Once inside the dragon, the lord killed it, cutting it from its mouth to its tail.

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2. Discussion Time

Remind students the purpose of this section and ask them to think about these questions first individually and then, discuss their answers with their partners. Finally, ask students to share their opinions with the class.

***Answer Key:* Students' own answers**

3. Match the pictures with the descriptions of the Turkish legends below. One is extra.

(F3)

Tell students that now they will read short descriptions of Turkish legends and match them with relevant pictures. Ask them to work individually and then, compare their answers with their friends. Once they are done, elicit answers from students individually. After that, you can suggest them to get more information about these legends if they think they are interesting.

***Answer Key:* 1. c, 2. a, 3. b**

4. Work in pairs. Who is your favorite legendary figure from Turkish history? Complete the following chart about him / her. Then, share your answers with the class.

(F1, F3, S3)

Tell students that they will be working as pairs while they talk about their favorite legendary figure. Monitor them as they complete the chart. Then, elicit answers from students as pairs or individually.

Answer Key: ***Students' own answers***

5. Listen to a radio program about the life of a legendary figure in Turkish history and circle T for true and F for false.

(F1, F2, F3)

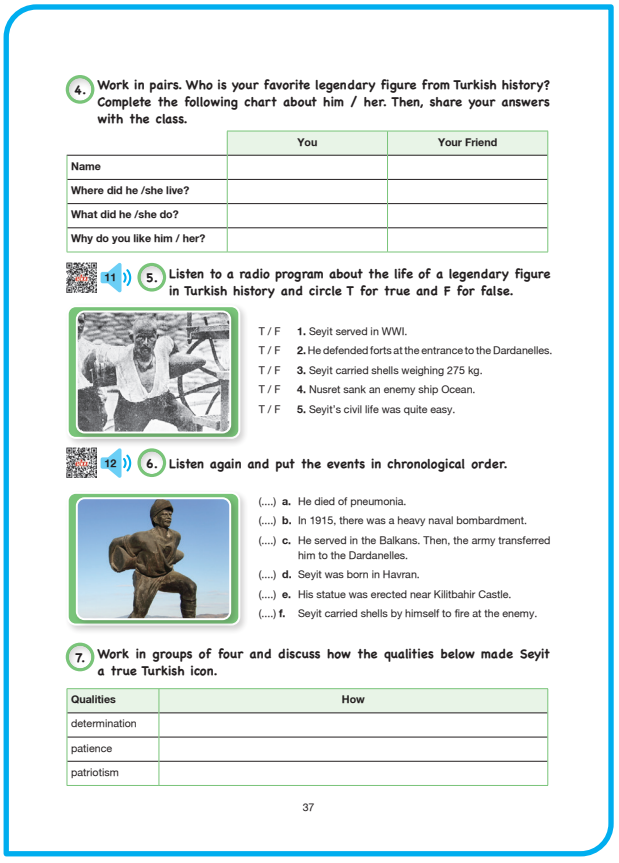
Before students start with the activity, tell them to look at the picture and ask them if they know the person in the picture. After you elicit some individual answers, you may try one of these two alternatives: 1. If some of the students guessed correctly, you can confirm that and tell them that they will be listening to an excerpt about Seyit Onbaşı's life. 2. If no one guesses the identity of the person in the photo correctly, you can tell them it is Seyit Onbaşı, one of the heroes of battle of Çanakkale. Do not give extensive information as they will be listening to an excerpt about his life.

Tapescript 11

Radio Presenter: Good evening, dear listeners. Welcome to our program "Legendary Figures." Today's legendary figure comes from one of my favorite countries, Türkiye. His name is Seyit Ali Çabuk. He was a legendary figure in Dardanelle War.

Let's take a look at his life briefly. Seyit was born in the village of Havran and in 1909, he enlisted into the army. Between 1912 and 1913, he served in the Balkan Wars. Then, the army transferred him to the forts at the Mediterranean entrance to the Dardanelles. His job was to defend these forts. On 18 March 1915, while there was a heavy naval bombardment, Seyit's gun was unharmed, but its shell crane was damaged. In other words, he had no device to carry the shell to the gun. However, Seyit didn't quit and he carried three shells weighing 215 kg. to the gun and he continued to fire on the enemy. Can you believe that? Think about the determination and the power of this one man! And one of these shells hit the British ship named *Ocean*. After that hit, the ship was sunk by a mine laid by the minelayer *Nusret*. In the end, everything worked out for Seyit.

Seyit was then promoted to corporal and he became a Turkish icon. Interestingly, after the Battle of Çanakkale, Seyit was asked to have a picture of him with the shell he carried, but this time he couldn't move it. Then, Seyit reacted with these words: "If there is a war again, I'll lift it again." This shows how much a man can change when he has to defend his country, dear listeners. In other words, he was a true patriot.



4. Work in pairs. Who is your favorite legendary figure from Turkish history? Complete the following chart about him / her. Then, share your answers with the class.

	You	Your Friend
Name		
Where did he /she live?		
What did he /she do?		
Why do you like him / her?		

11 5. Listen to a radio program about the life of a legendary figure in Turkish history and circle T for true and F for false.

T / F 1. Seyit served in WWI.
T / F 2. He defended forts at the entrance to the Dardanelles.
T / F 3. Seyit carried shells weighing 275 kg.
T / F 4. Nusret sank an enemy ship Ocean.
T / F 5. Seyit's civil life was quite easy.

12 6. Listen again and put the events in chronological order.

(....) a. He died of pneumonia.
(....) b. In 1915, there was a heavy naval bombardment.
(....) c. He served in the Balkans. Then, the army transferred him to the Dardanelles.
(....) d. Seyit was born in Havran.
(....) e. His statue was erected near Kilitbahir Castle.
(....) f. Seyit carried shells by himself to fire at the enemy.

7. Work in groups of four and discuss how the qualities below made Seyit a true Turkish icon.

Qualities	How
determination	
patience	
patriotism	

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In 1918, he was discharged from the army and he worked as a forester first and then, as a coal-miner. In 1934, after the passing of the Surname Law, he took the surname Çabuk. Life wasn't all roses for Seyit. He worked really hard and he died of pneumonia in 1939. To honor this great man, his statue carrying a shell was erected in 1992 near Kilitbahir Castle on the Gallipoli Peninsula.

Answer Key: ***1. F, 2. T, 3. F, 4. T, 5 F***

6. Listen again and put the events in chronological order.

(F1, F2, F3, L1)

Tell students that they will be listening to the excerpt again. This time, they will be putting the events in order. You can ask them to do the activity individually and then, compare their answers with the rest of the class.

Tapescript 12

It is the same as Tapescript 11.

Answer Key: ***1. d, 2. c, 3. b, 4. f, 5. a, 6. e***

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7. Work in groups of four and discuss how the qualities below made Seyit a true Turkish icon.

(F3, S3)

Tell students to form groups of four to discuss the qualities listed in the table. Monitor them as they discuss the qualities, but do not interfere unless they require help in expressing themselves.

Suggested Answer Key:

determination: Seyit was determined to save his country.

patience: He was always patient throughout his life despite all the difficulties he experienced.

patriotism: Seyit loved his country so much that he was able to lift a very heavy weaponry, which was almost an impossible thing to do.

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IDIOM / PROVERB OF THE WEEK

Remind students what they did in the first part of the lesson and ask them to discuss the meaning of this idiom and to think about situations in which they can use this idiom.

Video-Blog

Work in pairs. One student is an interviewer and the other is Corporal Seyit Ali. Ask and answer questions about Seyit Ali's life and act out the dialogue in class.

(F1, F2, S1)

Ask students to work in pairs. Remind them that one student is an interviewer and the other is Corporal Seyit Ali. Tell them to act out the dialogue and put the video on their blogs.

Answer Key: ***Students' own answers***

8. Listen to the different pronunciation of past forms of regular verbs and repeat.

(P1)

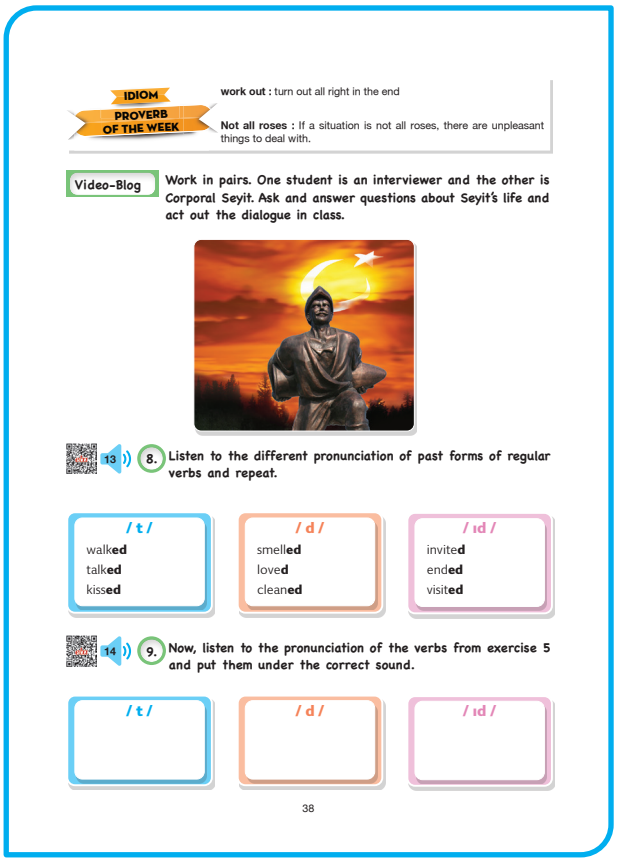
Before listening, ask students what is / are the difference(s) among these three categories. Tell them to discuss it with their partners. After that, nominate some students to pronounce one verb from each category. Then, play the recording once. Ask them what kind of differences they hear. Finally, listen to the recording again and ask students to repeat each verb.

Tapescript 13

/ t /
walked
talked
kissed

/ d /
smelled
loved
cleaned

/ id /
invited
ended
visited


IDIOM
PROVERB OF THE WEEK

work out : turn out all right in the end

Not all roses : If a situation is not all roses, there are unpleasant things to deal with.

Video-Blog Work in pairs. One student is an interviewer and the other is Corporal Seyit. Ask and answer questions about Seyit's life and act out the dialogue in class.

13 8. Listen to the different pronunciation of past forms of regular verbs and repeat.

/ t /	/ d /	/ ɪd /
walked	smelled	invited
talked	loved	ended
kissed	cleaned	visited

14 9. Now, listen to the pronunciation of the verbs from exercise 5 and put them under the correct sound.

/ t /	/ d /	/ ɪd /

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9. Now, listen to the pronunciation of the verbs from exercise 5 and put them under the correct sound.

(P1)

Before listening, remind students that they have practiced the different endings of past regular verbs in the previous activity and now, they will do another activity to practice that. Play the recording twice without interruption. Once they finish, ask them to share their answers with their partners. After that, practice the pronunciation of the verbs with the class.

Tapescript 14

1. promoted	2. worked
3. carried	4. asked
5. reacted	6. served

Answer Key:

/ t /: worked, asked

/ d /: carried, served

/ id /: promoted, reacted

10. Read the sentences below and underline the regular verbs in the simple past. Write / t / , / d / , / id / under each to tell its correct pronunciation.

(P1)

Tell students that they will continue practicing pronunciation of -ed endings of past regular verbs in this exercise. Ask them to work in groups and check the answers with the class. Afterwards, make sure that they get the pronunciation right by having them repeat the verbs individually and in groups.

Answer Key:

/ t /	/ d /	/ id /
stopped	***called***	***decided***
laughed	***cleaned***	***waited***

11. Complete the sentences with the suitable words.

(F1)

Ask students to read and complete the sentences individually and then, share their answers with their partners. Once they finish, check the answers with the rest of the class. After that, you might focus on the difference that time expressions make on the tenses.

Answer Key:

1. yesterday

2. Last weekend

3. last summer

4. two hours ago

5. in 1998

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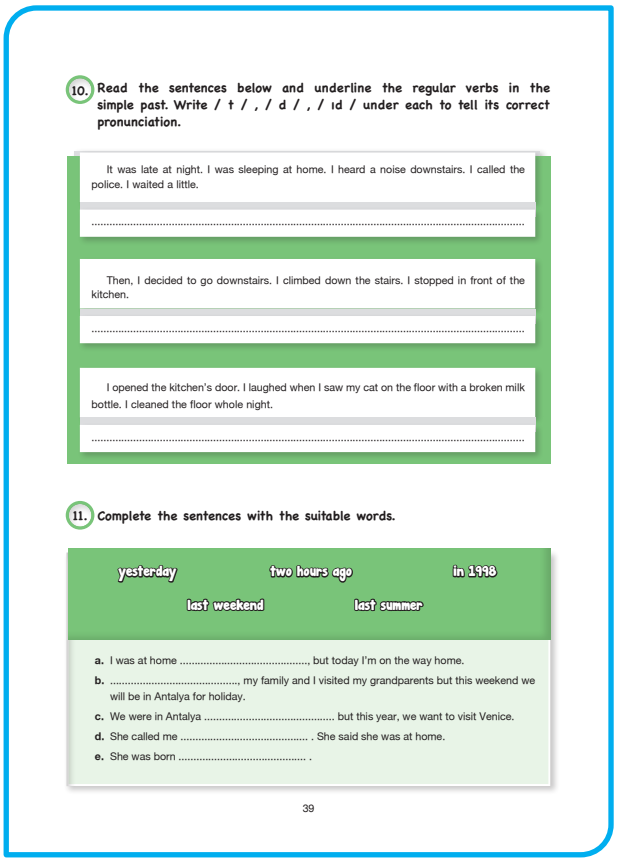

10. Read the sentences below and underline the regular verbs in the simple past. Write / t / , / d / , / ɪd / under each to tell its correct pronunciation.

It was late at night. I was sleeping at home. I heard a noise downstairs. I called the police. I waited a little.

.....

Then, I decided to go downstairs. I climbed down the stairs. I stopped in front of the kitchen.

.....

I opened the kitchen's door. I laughed when I saw my cat on the floor with a broken milk bottle. I cleaned the floor whole night.

.....

11. Complete the sentences with the suitable words.

yesterday | two hours ago | in 1998 | last weekend | last summer

a. I was at home ....., but today I'm on the way home.
b. ....., my family and I visited my grandparents but this weekend we will be in Antalya for holiday.
c. We were in Antalya ..... but this year, we want to visit Venice.
d. She called me ..... . She said she was at home.
e. She was born ..... .

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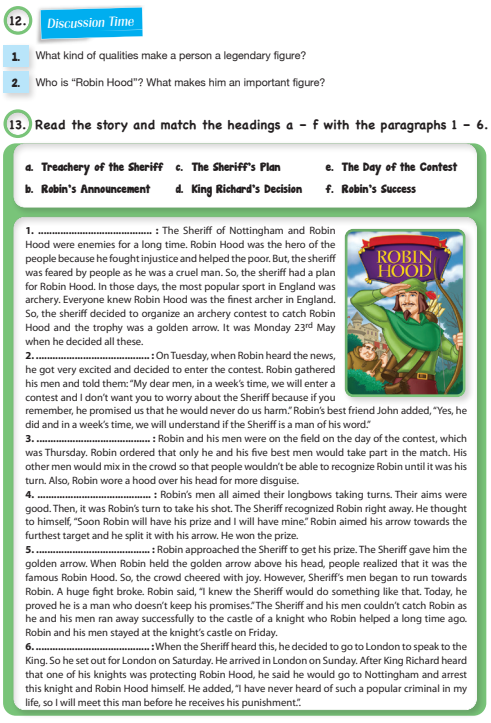
12. Discussion Time

Remind students the purpose of this section and ask them to think about these questions first individually and then, discuss their answers with their partners. Finally, ask students to share their opinions with the class.

Answer Key: ***Students' own answers***


12. Discussion Time

1. What kind of qualities make a person a legendary figure?
2. Who is "Robin Hood"? What makes him an important figure?

13. Read the story and match the headings a – f with the paragraphs 1 – 6.

a. Treachery of the Sheriff
b. Robin's Announcement
c. The Sheriff's Plan
d. King Richard's Decision
e. The Day of the Contest
f. Robin's Success

1. ..... : The Sheriff of Nottingham and Robin Hood were enemies for a long time. Robin Hood was the hero of the people because he fought injustice and helped the poor. But, the sheriff was feared by people as he was a cruel man. So, the sheriff had a plan for Robin Hood. In those days, the most popular sport in England was archery. Everyone knew Robin Hood was the finest archer in England. So, the sheriff decided to organize an archery contest to catch Robin Hood and the trophy was a golden arrow. It was Monday 23rd May when he decided all these.

2. ..... : On Tuesday, when Robin heard the news, he got very excited and decided to enter the contest. Robin gathered his men and told them: "My dear men, in a week's time, we will enter a contest and I don't want you to worry about the Sheriff because if you remember, he promised us that he would never do us harm." Robin's best friend John added, "Yes, he did and in a week's time, we will understand if the Sheriff is a man of his word."

3. ..... : Robin and his men were on the field on the day of the contest, which was Thursday. Robin ordered that only he and his five best men would take part in the match. His other men would mix in the crowd so that people wouldn't be able to recognize Robin until it was his turn. Also, Robin wore a hood over his head for more disguise.

4. ..... : Robin's men all aimed their longbows taking turns. Their aims were good. Then, it was Robin's turn to take his shot. The Sheriff recognized Robin right away. He thought to himself, "Soon Robin will have his prize and I will have mine." Robin aimed his arrow towards the furthest target and he split it with his arrow. He won the prize.

5. ..... : Robin approached the Sheriff to get his prize. The Sheriff gave him the golden arrow. When Robin held the golden arrow above his head, people realized that it was the famous Robin Hood. So, the crowd cheered with joy. However, Sheriff's men began to run towards Robin. A huge fight broke. Robin said, "I knew the Sheriff would do something like that. Today, he proved he is a man who doesn't keep his promises." The Sheriff and his men couldn't catch Robin as he and his men ran away successfully to the castle of a knight who Robin helped a long time ago. Robin and his men stayed at the knight's castle on Friday.

6. ..... : When the Sheriff heard this, he decided to go to London to speak to the King. So he set out for London on Saturday. He arrived in London on Sunday. After King Richard heard that one of his knights was protecting Robin Hood, he said he would go to Nottingham and arrest this knight and Robin Hood himself. He added, "I have never heard of such a popular criminal in my life, so I will meet this man before he receives his punishment."

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13. Read the story and match the headings a – f with the paragraphs 1 – 6.

(F1, F2, F3, R2)

Tell students to skim the text very quickly and ask them what their prediction about the topic is. After you elicit some answers, ask them to read the text and match the headings with suitable paragraphs. Tell them to work individually and check the answers with the rest of the class.

Answer Key: ***1. c, 2. b, 3. e, 4. f, 5. a, 6. d***

IDIOM / PROVERB OF THE WEEK

Remind students what they did in theme 1 as idiom / proverb of the week and ask them to discuss the meaning of this idiom and ask them to think about situations in which they can use this idiom.

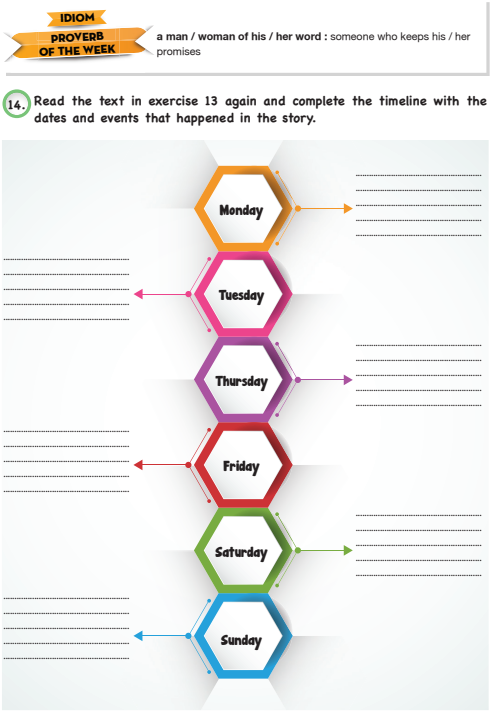
14. Read the text in exercise 13 again and complete the timeline with the dates and events that happened in the story.

(R1)

Tell students to work in pairs and remind them that they should pay attention to the sequence of events as the timeline goes chronologically. After they finish the activity, elicit answers from the students to check the answers.

Answer Key:

23rd May, Monday: The Sheriff made his plan to catch Robin Hood by organizing an archery contest.


IDIOM
PROVERB OF THE WEEK

a man / woman of his / her word : someone who keeps his / her promises

14. Read the text in exercise 13 again and complete the timeline with the dates and events that happened in the story.

Monday
Tuesday
Thursday
Friday
Saturday
Sunday

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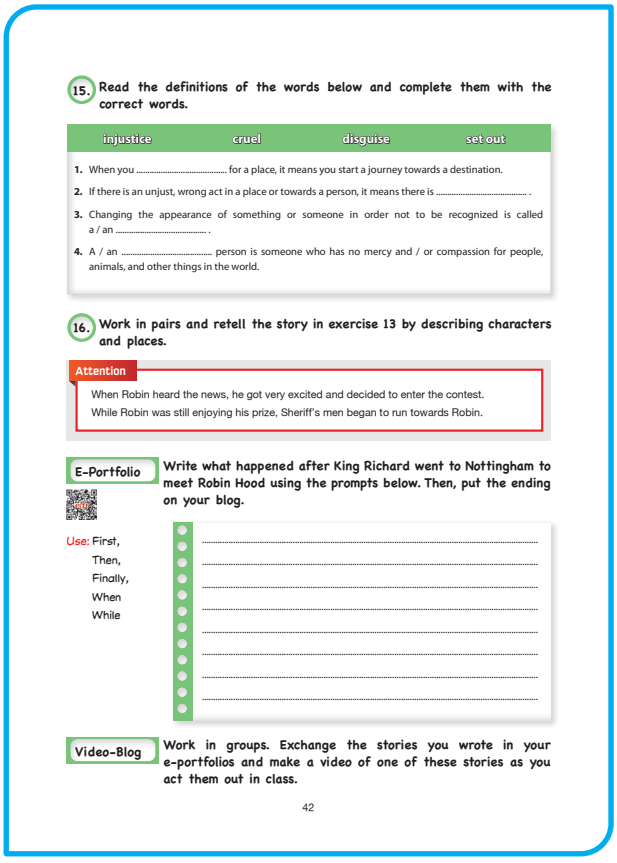
24th May, Tuesday: Robin Hood heard the news and announced to his men that he would be participating in the archery contest the Sheriff had organized.

25th May, Thursday: The contest took place and Robin Hood won the prize. However, the sheriff's men attacked him. Robin Hood and his men fought with these men and ran away.

26th May, Friday: Robin Hood and his men stayed at the castle of a knight, whom Robin Hood helped a long time ago.

27th May, Saturday: The Sheriff, after hearing that Robin Hood was staying at a knight's castle set out for London to speak to the King.

28th May, Sunday: The Sheriff told everything to King Richard and the King decided to go to Nottingham to meet and punish both Robin Hood and the knight himself.



15. Read the definitions of the words below and complete them with the correct words.

injustice	cruel	disguise	set out

1. When you ..... for a place, it means you start a journey towards a destination.
2. If there is an unjust, wrong act in a place or towards a person, it means there is ..... .
3. Changing the appearance of something or someone in order not to be recognized is called a / an ..... .
4. A / an ..... person is someone who has no mercy and / or compassion for people, animals, and other things in the world.

16. Work in pairs and retell the story in exercise 13 by describing characters and places.

Attention

When Robin heard the news, he got very excited and decided to enter the contest.
While Robin was still enjoying his prize, Sheriff's men began to run towards Robin.

E-Portfolio

Write what happened after King Richard went to Nottingham to meet Robin Hood using the prompts below. Then, put the ending on your blog.

Use: First, Then, Finally, When While

Video-Blog

Work in groups. Exchange the stories you wrote in your e-portfolios and make a video of one of these stories as you act them out in class.

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15. Read the definitions of the words below and complete them with the correct words.

Tell students to read the words and guess their meanings with their partners. Then, tell them to share their answers with the rest of the class.

Answer Key:

1. set out ***2. injustice***

3. disguise ***4. cruel***

16. Work in pairs and retell the story in exercise 13 by describing characters and places.

(F1, F2, F3, S2)

Tell students to work in pairs and to retell the story they have just read about Robin Hood. Remind them that they will focus on characters and places while retelling the story. After they finish, allow pairs to walk around the class and share their version of the story with other pairs.

Answer Key: ***Students' own answers***

ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 134 and do the exercises.

E-Portfolio

Write what happened after King Richard went to Nottingham to meet Robin Hood using the prompts below. Then, put the ending on your blog.

(F1, F2, F3, W1)

Tell students that they will be writing their own ending for the Robin Hood story they started reading in exercise 13 and put their ending on their blog. However, if there is no or limited access to the Internet in your location, you can collect hard copies of each student's writing and post them on the classroom walls so that all students can wander around the class to read other stories as well.

Answer Key: ***Students' own answers***

Video-Blog

Work in groups. Exchange the stories you wrote in your e-portfolios and make a video of one of these stories as you act them out in class.

(F1, F2, F3, S1, S2)

Tell students that the video-blog will be like an extension to the e-portfolio so that they can pick one of the stories written by the members of the group in order to act them out. Make sure each group member has a role or at least takes turns playing the same characters while the ones who aren't acting out at that moment can record the others. If there is limited or no access to electronic devices, each group can take turns acting out their stories in front of other groups.

17. Listen to a story and put the pictures in the correct order.

(F1, F2, F3, L1)

Before listening, ask students to look at the pictures and ask them to put them in order before they listen. Tell them they will now listen to the recording and ask them to check if their order was correct. Then, play the recording twice. Elicit answers from the students.

Tapescript 15

Teenage Girl: Hello, my name is Fatma and I am 16 years old. I would like to tell a personal story that I experienced. Yesterday began as an ordinary day for me. Yesterday morning, I got up at my usual time, which is half past 6. First, I brushed my teeth. Then, I had a huge breakfast. I drank my coffee while reading today's newspaper. I know I'm a teenager, but this doesn't mean I'm not interested in what's happening in my country and in the world. Finally, I left the house at 8.00 a.m. I ran into an old friend while I was walking to school. We chatted for a while and then, decided to go to a movie after school.

At 4 o'clock, after we met in front of the cinema, we decided to see a fantasy movie about dragons and knights, and fairies. Before we got into the movie theater, we bought some popcorn and soda. Then, we got to our seats. Thankfully, the movie theater wasn't crowded.

The movie started with a knight on his horse in a forest. While he was riding in the forest, he felt something strange behind his shoulders. He immediately stopped his horse and looked around. He saw a huge dragon flying very close to him. So, he started galloping. Anyway, it was a very exciting and emotional movie. When the film ended, I was crying. My friend didn't seem as much impressed as I was. In fact, she said I was being too emotional.

After the movie, my friend asked me if I would like to have dinner with her and her family, but I said no because it's a rule in our house not to miss dinner. We always have dinner together. So, I went home.

When I got home, no one was there and the whole house was dark. I thought it was pretty strange. While I was looking into the kitchen, something happened in the living room. First, there was a sudden noise, then, I saw some shadows passing. Here let me tell you something, I am a very brave girl, so I directly

15 17. Listen to a story and put the pictures in the correct order.

A B C D E F G H

18. Work in pairs. Tell Fatma's story to your partner. Then, discuss what her birthday wish might be.

Attention

First, there was a sudden noise ...

When the film ended, I was crying.

While he was riding in the forest, he felt something strange behind his shoulders. He immediately stopped his horse and looked around. He saw a huge dragon flying very close to him.

I ran into a friend while I was walking to school.

Yesterday morning, I got up. First, I brushed my teeth. Then, I had a huge breakfast. I drank my coffee while reading today's newspaper. Finally, I left the house at 8.00 a.m.

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went to the living room. When I turned on the light, I heard people yelling "Surprise!" Oh, my God! I forgot that today was my birthday and my family and friends prepared a surprise party for me! The living room was full of people: My family, relatives, and friends! After the surprise part, I made a wish and blew the candles on my birthday cake. And what was my birthday wish? No, I will never tell anyone. It's a secret.

Answer Key:

Picture A (4)
Picture B (1)
Picture C (2)
Picture D (6)
Picture E (7)
Picture F (3)
Picture G (5)
Picture H (8)

18. Work in pairs. Retell the story of Fatma to your partner. Then, discuss what her birthday wish might be.

(F1, F2, F3, S2)

Before you tell students what to do, ask them if they had a similar surprising experience or not. After eliciting some answers, tell them that they will be retelling Fatma's story to their partners. Monitor students as they practice this speaking activity without interfering. Interfere only if students need your help with a structure or a word. Then, elicit answers from students individually.

Answer Key:* *Students' own answers

ATTENTION

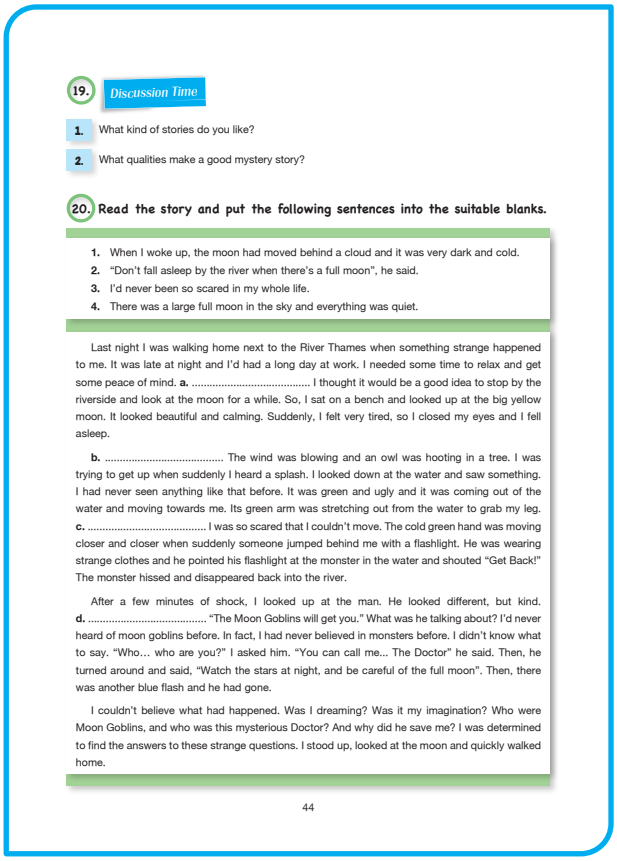
This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 134 and do the exercises.

NOTES

19. Discussion Time

Remind students the purpose of this section and ask them to think about these questions first individually and then, discuss their answers with their partners. Finally, ask students to share their opinions with the class.

Answer Key: ***Students' own answers***



19. Discussion Time

1. What kind of stories do you like?
2. What qualities make a good mystery story?

20. Read the story and put the following sentences into the suitable blanks.

1. When I woke up, the moon had moved behind a cloud and it was very dark and cold.
2. "Don't fall asleep by the river when there's a full moon", he said.
3. I'd never been so scared in my whole life.
4. There was a large full moon in the sky and everything was quiet.

Last night I was walking home next to the River Thames when something strange happened to me. It was late at night and I'd had a long day at work. I needed some time to relax and get some peace of mind. **a.** ..... I thought it would be a good idea to stop by the riverside and look at the moon for a while. So, I sat on a bench and looked up at the big yellow moon. It looked beautiful and calming. Suddenly, I felt very tired, so I closed my eyes and I fell asleep.

b. ..... The wind was blowing and an owl was hooting in a tree. I was trying to get up when suddenly I heard a splash. I looked down at the water and saw something. I had never seen anything like that before. It was green and ugly and it was coming out of the water and moving towards me. Its green arm was stretching out from the water to grab my leg. **c.** ..... I was so scared that I couldn't move. The cold green hand was moving closer and closer when suddenly someone jumped behind me with a flashlight. He was wearing strange clothes and he pointed his flashlight at the monster in the water and shouted "Get Back!" The monster hissed and disappeared back into the river.

After a few minutes of shock, I looked up at the man. He looked different, but kind. **d.** ..... "The Moon Goblins will get you." What was he talking about? I'd never heard of moon goblins before. In fact, I had never believed in monsters before. I didn't know what to say. "Who… who are you?" I asked him. "You can call me… The Doctor" he said. Then, he turned around and said, "Watch the stars at night, and be careful of the full moon". Then, there was another blue flash and he had gone.

I couldn't believe what had happened. Was I dreaming? Was it my imagination? Who were Moon Goblins, and who was this mysterious Doctor? And why did he save me? I was determined to find the answers to these strange questions. I stood up, looked at the moon and quickly walked home.

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20. Read the story and put the following sentences into the suitable blanks.

Tell students to read the following text and complete the missing information with the sentences given. Remind them to pay attention to the sequence of events and do the activity accordingly. Make sure students work individually and nominate students to check the answers together.

Answer Key: ***a. 4, b. 1, c. 3, d. 2***

21. Read the text in exercise 20 again and answer the following questions.

(R2)

Ask students to read the text again and answer the questions. When they finish, ask them to exchange answers to check them.

Answer Key:

1. S / he needed some time to relax and get some peace of mind after a long day at work.

2. S / he fell asleep on a bench.

3. S / he saw something green and ugly coming out of the water.

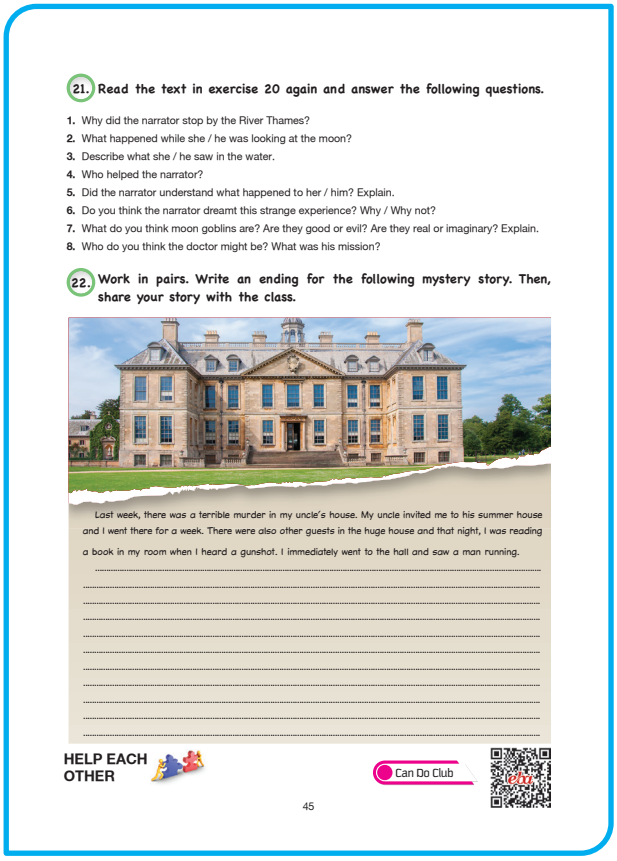
4. Someone who looks a little strange and calls himself a doctor.

5. No, but s / he was determined to understand what happened.

6. Students' own answers

7. Students' own answers

8. Students' own answers



21. Read the text in exercise 20 again and answer the following questions.

1. Why did the narrator stop by the River Thames?
2. What happened while she / he was looking at the moon?
3. Describe what she / he saw in the water.
4. Who helped the narrator?
5. Did the narrator understand what happened to her / him? Explain.
6. Do you think the narrator dreamt this strange experience? Why / Why not?
7. What do you think moon goblins are? Are they good or evil? Are they real or imaginary? Explain.
8. Who do you think the doctor might be? What was his mission?

22. Work in pairs. Write an ending for the following mystery story. Then, share your story with the class.

Last week, there was a terrible murder in my uncle's house. My uncle invited me to his summer house and I went there for a week. There were also other guests in the huge house and that night, I was reading a book in my room when I heard a gunshot. I immediately went to the hall and saw a man running.

HELP EACH OTHER

Can Do Club

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22. Work in pairs. Write an ending for the following mystery story. Then, share your story with the class.

(F1, F2, F3, W1)

Ask students to form pairs and finish the detective story given. Once they finish, elicit answers from the pairs. You can ask the class to nominate their favorite story and ask why they picked that particular story.

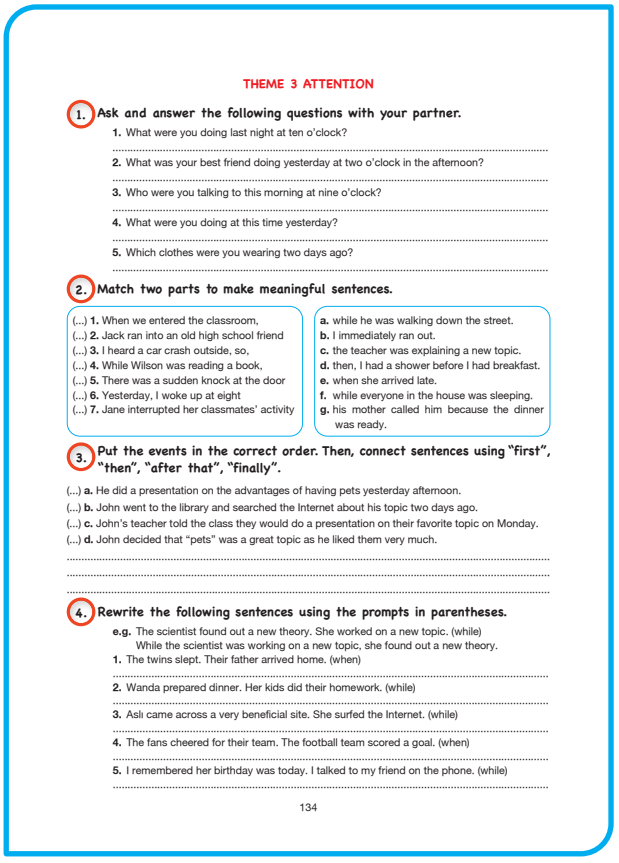
Answer Key: ***Students' own answers***

HELP EACH OTHER

Tell your students to work in pairs and read their friend's story to give them feedback by using the mini-rubric.

CAN DO CLUB

Can Do Club parts contain statements for students to check how much they have acquired. Have your students go to page 127 and fill in the table.



THEME 3 ATTENTION

1. Ask and answer the following questions with your partner.

1. What were you doing last night at ten o'clock?
2. What was your best friend doing yesterday at two o'clock in the afternoon?
3. Who were you talking to this morning at nine o'clock?
4. What were you doing at this time yesterday?
5. Which clothes were you wearing two days ago?

2. Match two parts to make meaningful sentences.

(...) 1. When we entered the classroom,	a. while he was walking down the street.
(...) 2. Jack ran into an old high school friend	b. I immediately ran out.
(...) 3. I heard a car crash outside, so,	c. the teacher was explaining a new topic.
(...) 4. While Wilson was reading a book,	d. then, I had a shower before I had breakfast.
(...) 5. There was a sudden knock at the door	e. when she arrived late.
(...) 6. Yesterday, I woke up at eight	f. while everyone in the house was sleeping.
(...) 7. Jane interrupted her classmates' activity	g. his mother called him because the dinner was ready.

3. Put the events in the correct order. Then, connect sentences using "first", "then", "after that", "finally".

(...) a. He did a presentation on the advantages of having pets yesterday afternoon.
(...) b. John went to the library and searched the Internet about his topic two days ago.
(...) c. John's teacher told the class they would do a presentation on their favorite topic on Monday.
(...) d. John decided that "pets" was a great topic as he liked them very much.

4. Rewrite the following sentences using the prompts in parentheses.

e.g. The scientist found out a new theory. She worked on a new topic. (while)
While the scientist was working on a new topic, she found out a new theory.

1. The twins slept. Their father arrived home. (when)
2. Wanda prepared dinner. Her kids did their homework. (while)
3. Aslı came across a very beneficial site. She surfed the Internet. (while)
4. The fans cheered for their team. The football team scored a goal. (when)
5. I remembered her birthday was today. I talked to my friend on the phone. (while)

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THEME 3 ATTENTION ANSWER KEY

1. Ask and answer the following questions with your partner.

Students' own answers

2. Match two parts to make meaningful sentences.

1. c, 2. a, 3. b, 4. g, 5. f, 6. d, 7. e

3. Put the events in the correct order. Then, connect sentences using "first", "then", "after that", "finally".

1. c, 2. d, 3. b, 4. a

First, John's teacher told the class they would do a presentation on their favorite topic on Monday. Then, John decided that "pets" was a great topic as he liked them very much. After that, John went to the library and searched the Internet about his topic two days ago. Finally, he did a presentation on the advantages of having pets yesterday afternoon.

4. Rewrite the following sentences using the prompts in parentheses.

1. The twins were sleeping when their father arrived.

2. Wanda prepared dinner while her kids were doing their homework.

3. Aslı came across a very beneficial site while she was surfing the Internet.

4. The fans cheered for their team when the football team scored a goal.

5. I remembered her birthday while I was talking to my friend on the phone.

THEME 3 WORKBOOK

1. Do the quiz and find out:

Student's own answers

CAN YOU BE A LEGENDARY FIGURE?

1. **Courage means ..... .**
   a. doing the right thing
   b. not wasting time thinking too much about it
2. **You hear a noise at night. What do you do?**
   a. Get out of the bed to investigate.
   b. Stay in bed and pretend to be asleep.
3. **You witness a fight, what do you do?**
   a. You step in to protect the person who is attacked.
   b. Do nothing; it's not your problem.
4. **When you show your bravery, it's because ..... .**
   a. you act instinctively
   b. you want to impress other people

If your A's are more than your B's, you have the capacity to be a legendary figure! Congratulations!

2. Work in pairs. Write an ending for this story.

One day, a prince fell in love with a princess living in a castle guarded by a dragon. The prince decided to fight the dragon to win the heart of the princess. The prince got really scared while he was fighting the dragon and started running away.

Your ending:

b c a

3. Read the text and fill in the blanks with the correct form of the verbs in parentheses.

a. Nene Hatun was a historical legendary figure from Erzurum during the war between Russians and Turks between 1877 and 1878. While she **1.** was living/lived (live) in Aziziye, which was the home of Fort of Aziziye, she **2.** lost (lose) her brother, who was defending the fort against Russians. Two days after that, Russians **3.** captured (capture) the Fort of Aziziye.

b. Turkish troops **4.** found (find) Nene Hatun wounded and unconscious, but still she **5.** was holding (hold) her hatchet. After the war, she **6.** became (become) the symbol of bravery. She died in 1955 and was buried in the martyrs' cemetery at Fort Aziziye.

c. When Nene Hatun **7.** heard (hear) the news of the Russian capture of Fort of Aziziye, she kissed her dead brother's head and **8.** took (take) an oath to fight the Russians. The morning after that, she **9.** left (leave) her three-month-old baby girl and an adolescent son at home, to fight the Russians with other Turkish civilians who were mostly women and elderly men.

d. While the Turkish civilians **10.** were fighting/fought (fight) with axes and other farming equipment, the Russians **11.** were attacking/attacked (attack) with real weapons of war. However, they couldn't stop the Turks. They **12.** managed (manage) to enter the fort by breaking down its doors.

4. Read the text again and put the paragraphs a-d into the correct order.

1. a 2. c 3. d 4. b

5. Read the text in exercise 3 again and answer the questions.

1. His brother's death and the capture of Fort Aziziye.
2. Russians had real weapons of war while the Turks had axes and other farming equipment.
3. She was brave and a patriot. She loved her country and family.
4. Suggested Answer: Because they loved their country very much and they were brave.

6. Unscramble the following words and write their correct spelling.

1. INCEJUSTI	INJUSTICE
2. TES UTO	SET OUT
3. RUELC	CRUEL
4. UISEDISG	DISGUISE

7. Complete the sentences with the words from exercise 6.

1. People, who are ..... cruel ..... to animals should be sentenced to prison by law.
2. In ancient times, it was a tradition for kings to walk among their people in ..... disguise ..... so that no one recognized them and could talk freely of their opinions about the king.
3. Governments should fight ..... injustice ..... and corruption with all their power so that their people can live under fair conditions.
4. It's time to ..... set out ..... for our journey to Exeter, where we will stay for the rest of the summer.

8. Work in pairs. Ask and answer the following questions.

Student's own answers

	You	Your Partner
How long did you sleep yesterday?		
What were you doing yesterday evening?		
Did you do any fun activities last weekend? If yes, what kind of activities did you do?		
How was your last summer?		

9. Match the parts to make meaningful sentences.

(c) 1. While his mother was cooking,	a. she fell asleep.
(e) 2. When Sally heard the good news,	b. when it started raining.
(a) 3. While Jane was studying for the exam,	c. Jack finished his homework.
(d) 4. I found my lost keys	d. while I was cleaning the closet.
(b) 5. The kids were playing in the garden	e. she called her mother immediately.

10. Work in pairs and complete the chart.

YOUR FAVORITE NOVEL / STORY / MOVIE	You	Your friend
Name		
Main Character: • Name • Mission • Personality • Appearance	Student's own answers	
Setting in details: • Where it takes place • When		
Plot		

THEME 4

TRADITIONS

FUNCTIONS (F)

F1 Describing habits and routines in the past

F2 Making oral presentations on a specific topic

SKILLS

Listening (L)

L1 Students will be able to locate specific information about traditions in charts by watching short documentaries.

Pronunciation (P)

P1 Students will be able to practice /t/ and /Ø/ sounds.

Speaking (S)

S1 Students will be able to deliver a short speech using visuals on traditions.

S2 Students will be able to talk about several things they used to do when they were children.

Reading (R)

R1 Students will be able to answer the questions about short texts on social, educational, and technological lives of people in the past around the world.

R2 Students will be able to identify the differences between the lifestyles and customs of people in the past and the ones in the 21st century in a written text.

Writing (W)

W1 Students will be able to write a short paragraph of comparing traditions around the world.

W2 Students will be able to write the things they used to do when they were children.

Warm up

Ask students if they are interested in old traditions and what kinds of things they think were different from the old traditions. Ask them to go online on National Geographic webpage to check on the history of some old traditions of different cultures.

NOTES

1. Look at the pictures. Match the costumes of the ancient civilizations with the pictures.

Ask students to look at the pictures and whether they have heard about these civilizations before. You might give brief information about each civilization. Once you do that, ask students to talk about and describe what is happening in each picture. Tell them they can use dictionaries so that you can elicit words such as costume, tradition, etc. from students.

1. Look at the pictures. Match the costumes of the ancient civilizations with the pictures.

(....) Incas (....) Romans (....) Ottomans (....) Africans

(....) Egyptians (....) Vikings (....) Chinese

1. 2. 3. 4. 5. 6.

2. Which costume do you like most? Why?

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Answer Key:

Incas (5)

Romans (3)

Ottomans (2)

Egyptians (6)

Vikings (1)

Chinese (4)

2. Which costume do you like better? Why?

(F1, S1)

Ask students to work in pairs and discuss the question with their friends. After that, tell them to share their opinions with the rest of the class.

Answer Key: ***Students' own answers***

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3. Look at the pictures and match them with the Ottoman customs and traditions.

(F1)

Tell students to look at the pictures and match them with the traditions. Finally, elicit some answers from individual students.

Answer Key:

1. c, 2. d, 3. b, 4. a

4. What do you think about the Ottoman traditions above? Which one do you like best? Why?

(F1, F2, S1)

Tell students to think about the Ottoman traditions that they have just found out about. Give them 2 minutes to organize their thoughts. Encourage them to use the vocabulary items given in the box. Make sure that they know the meanings of these words. Then, ask them to share their opinions with their partners.

Answer Key: ***Students' own answers***

5. Which other Ottoman traditions do you know about? Discuss with a friend and share your answer with the rest of the class.

(F1, F2, S1)

Ask students to think about other Ottoman traditions, which they know about and like. Encourage them to participate in group discussion. After they express their opinions about the traditions, encourage them to talk about other traditions that they know about.

Answer Key: ***Students' own answers***

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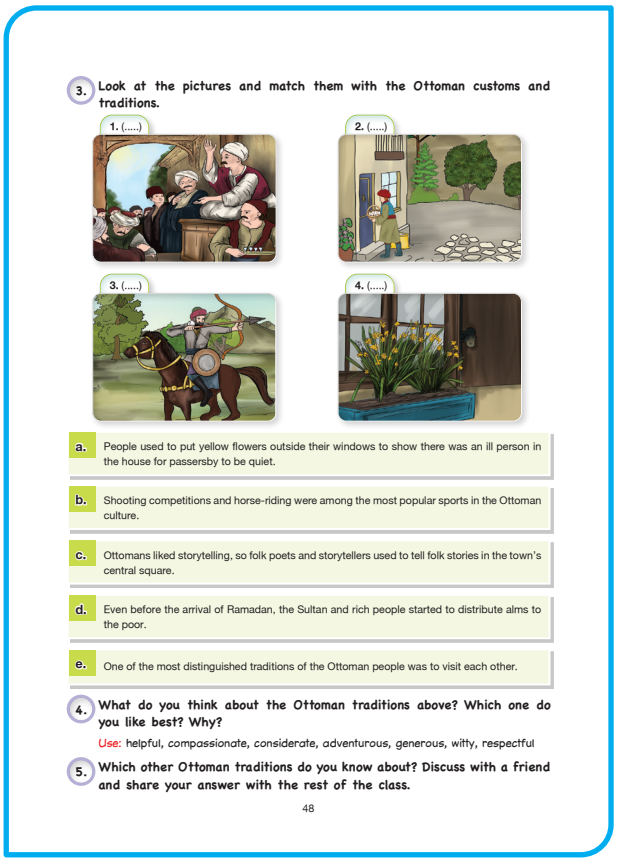

3. Look at the pictures and match them with the Ottoman customs and traditions.

1. (.....) 2. (.....) 3. (.....) 4. (.....)

a. People used to put yellow flowers outside their windows to show there was an ill person in the house for passersby to be quiet.

b. Shooting competitions and horse-riding were among the most popular sports in the Ottoman culture.

c. Ottomans liked storytelling, so folk poets and storytellers used to tell folk stories in the town's central square.

d. Even before the arrival of Ramadan, the Sultan and rich people started to distribute alms to the poor.

e. One of the most distinguished traditions of the Ottoman people was to visit each other.

4. What do you think about the Ottoman traditions above? Which one do you like best? Why?

Use: helpful, compassionate, considerate, adventurous, generous, witty, respectful

5. Which other Ottoman traditions do you know about? Discuss with a friend and share your answer with the rest of the class.

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6. Read the texts about the traditions of different cultures and guess which countries these traditions belong to.

(F1, R1)

Tell students to read the texts about the traditions of different cultures and ask them to guess the names of the civilizations.

Answer Key:

1. Mexico

2. India

3. China

7. Answer the questions.

(F1, R1)

Ask students to read the texts again and answer the questions about them. Tell them to work individually. Once they finish, elicit answers from students individually.

Answer Key:

1. Mexican culture.

2. It is a form of greeting that gives importance to ignoring the ego of a person, uniting the minds of people.

3. They treat their elders with the utmost respect.

4. Students' own answers

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6. Read the texts about the traditions of different cultures and guess which countries these traditions belong to.

(....) India (....) China (....) Mexico

1.

Family is one of the most important elements in this society and as a result, especially in small towns, families are typically quite large, including grandparents, cousins, and even close friends. People from this culture are very happy with this kind of family arrangement and they are very conscious of their responsibilities to immediate family members and their extended family members. People from this culture also give importance to giving parties at their homes.

They love to make their guests feel comfortable at home and they always insist that their guests should stay with them for a few days.

2.

The Namaste, or 'namaskar' is a form of traditional greetings in this culture. It means "I bow to you". Greeting people with the Namaste is a way of saying "May our minds meet". It also indicates that the ego of one person becomes smaller in the presence of another person. For all these reasons, it is a very important tradition to greet one another with the Namaste. Another important tradition of this culture is arranged marriage. This tradition can be traced back to ancient times. People from this culture believe that arranged marriages work better because the elders know better.

3.

Giving presents is a very common tradition in this culture. When people from this culture visit others, they bring tea or candy. Also, they never give clocks as presents because they symbolize death and funerals. Another tradition of this culture is paying the utmost respect for the elders. For example, if you're in a room full of people, you should always address the oldest person first, calling them by their surnames and Mister or Madam. They should also be seated first and at the best place in the room. As you can see, it is extremely important to be respectful towards the elders in this culture.

7. Answer the questions.

1. Which culture includes relatives in their families?
2. What is the significance of the Namaste?
3. How do people mentioned in the third paragraph treat their elders?
4. Which traditions do you think are similar to the ones in our culture? Explain.

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8. Work in pairs. Choose a tradition of a certain country. Search the Net and prepare a presentation about the effects of that tradition on that culture.

(F2)

Ask students to work in pairs and search the Net about some important civilizations in history and their influence on history to make a presentation. Make sure that they give information about social, educational and technological aspects of the civilization they talk about. Once they finish, ask them to share their ideas with the class.

***Answer Key:* Students' own answers**

IDIOM / PROVERB OF THE WEEK

Ask students to read the idiom and its meaning and ask them who their flesh and blood are.

9. Listen to the parts of a documentary about the Vikings. Which topics does the speaker talk about? Tick the topics.

(F1, L1)

Tell students that they will hear about the Vikings and ask them to focus on the topics rather than the details mentioned by the speaker. Play the recording once and then, elicit answers from the class.

Tapescript 16

Hello, everyone. Today, I'm going to talk about the Vikings, a very interesting topic. OK. Let me start. The Vikings are from three countries: Denmark, Norway and Sweden. These countries, as you know, are in Scandinavia. Their name "Viking" means "a pirate raid" and it comes from "Old Norse" a very old language. You know the meaning of pirate, right? People attack other ships and steal the things on these ships. And the meaning of raid is very similar to attack.

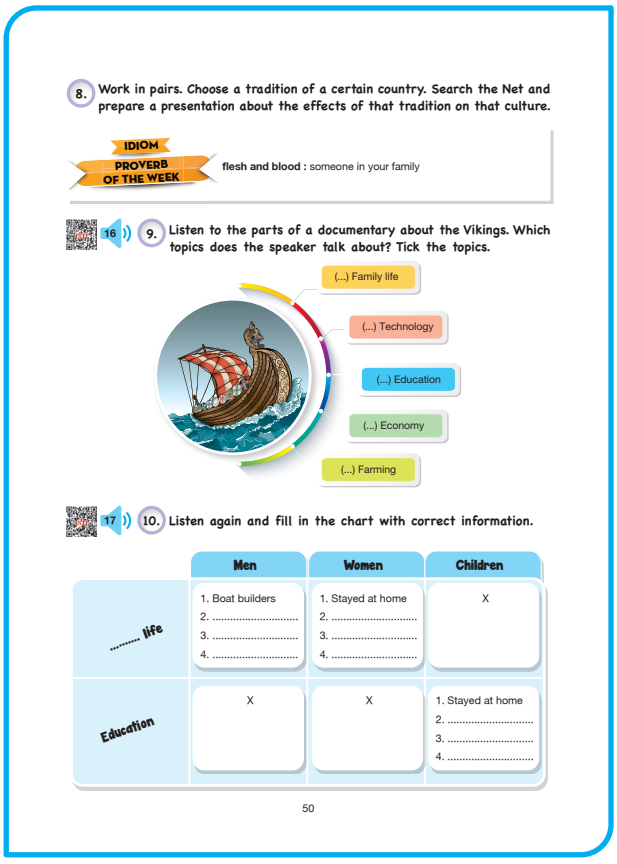
Anyway, the Viking age was between 700 and 1100 AD. Now, let's talk about their family life. Family life was very important for them, they protected their flesh and blood. Most Viking men were boat-builders, potters, leather-workers, and smiths. Most Viking men knew how to sail. And most of them were also fighters.

Women stayed at home and looked after the children, made the family's clothes and cooked the meals. On the farm, women milked the cows and made cheese.

What about children? Did they use to go to school? No, they didn't use to go to school. They stayed home and helped their parents. But, they also learnt Viking history, religion and law from songs and stories.

Most Vikings lived on farms and grew vegetables like cabbages, beans, and onions. They also had farm animals like sheep, goats, and chickens.

OK, let's stop now and after the break I will continue with the Vikings' daily lives.



***Answer Key:* Family life, Education, Farming**

10. Listen again and fill in the chart with correct information.

(F1, F2, L1)

Tell students to listen again and fill in the chart. Before listening, allow students to check out the chart. Once they are done with the listening, ask them to share their answers with their partners.

Tapescript 17
It is the same as Tapescript 16.

Answer Key:
Family life
Men
2. Potters
3. Leather workers
4. Smiths
Women
2. looked after children
3. cooked meals

Education
Children
2. helped their parents
3. learnt Viking history, religion and law.

11. Read and tick the correct sentences. Then, listen again and check your answers.

(F1, L1)

Tell students that they will read some information from the listening extract in activities 9-10 and choose the correct piece of information. Once they do that, play the recording and let students check their answers.

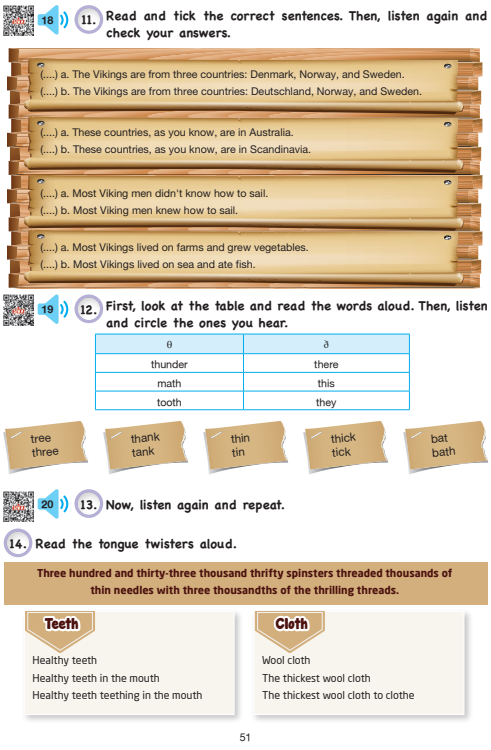
Tapescript 18
It is the same as Tapescript 16.

Answer Key: ***1. a, 2. b, 3. b, 4. a***

12. First, look at the table and read the words aloud. Then, listen and circle the ones you hear.

(P1)

This activity helps students become more aware of how they can improve the pronunciation of /θ/ and /ð/. To pronounce the voiced /ð/ sound have them place the tip of their tongue between their top and bottom teeth and vibrate their vocal cards. To pronounce voiceless /θ/ sound, have them to do the same; place the tip of their tongue between their teeth but just low air through their mouth without vibrating their vocal cords. After studying the table, ask students to repeat the word pairs to consolidate their learning of the different pronunciation of these words.


18 11. Read and tick the correct sentences. Then, listen again and check your answers.

(....) a. The Vikings are from three countries: Denmark, Norway, and Sweden.
(....) b. The Vikings are from three countries: Deutschland, Norway, and Sweden.

(....) a. These countries, as you know, are in Australia.
(....) b. These countries, as you know, are in Scandinavia.

(....) a. Most Viking men didn't know how to sail.
(....) b. Most Viking men knew how to sail.

(....) a. Most Vikings lived on farms and grew vegetables.
(....) b. Most Vikings lived on sea and ate fish.

19 12. First, look at the table and read the words aloud. Then, listen and circle the ones you hear.

θ	ð
thunder	there
math	this
tooth	they

tree three | thank tank | thin tin | thick tick | bat bath

20 13. Now, listen again and repeat.

14. Read the tongue twisters aloud.

Three hundred and thirty-three thousand thrifty spinsters threaded thousands of thin needles with three thousandths of the thrilling threads.

Teeth
Healthy teeth
Healthy teeth in the mouth
Healthy teeth teething in the mouth

Cloth
Wool cloth
The thickest wool cloth
The thickest wool cloth to clothe

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Tapescript 19
three, tank, thin, thick, bat

Answer Key:

three, tank, thin, thick, bat

13. Now, listen again and repeat.

(P1)

Tell students that they will listen again. Play the recording once and ask them to repeat each word.

Tapescript 20
It is the same as Tapescript 19.

14. Read the tongue twisters aloud.

(P1)

Before students repeat the tongue twisters, you might explain them what they are and how they help better the pronunciation in a more fun way. You might also demonstrate them by saying one of the tongue twisters yourself so that they can feel more safe and prepared to do the activity.

15. Read the short texts and put them under the correct civilization.

(R1)

Tell students that they will be reading a text about ancient cultures and whether they can make a guess about which cultures they will be reading. Once answers are elicited, tell them to do the exercise individually.

Answer Key:

The Ottomans: 1. a, 2. c, 3. e

Romans: 1. b, 2. d, 3. f

16. Now, read the text in exercise 15 again and write T for true and F for false for the following statements.

(R1)

Ask students to read the text again and decide if the statements are true or false. Once they finish, tell them to exchange their answers with their partners and allow them to do peer-check while you give the answers.

Answer Key:

1. F, 2. T, 3. F, 4. F, 5. T

17. Answer the questions.

(F1)

Ask students to work in groups and answer the questions together. Monitor their discussion and guide when necessary. Finally, elicit some ideas and ask for clarification for each answer.

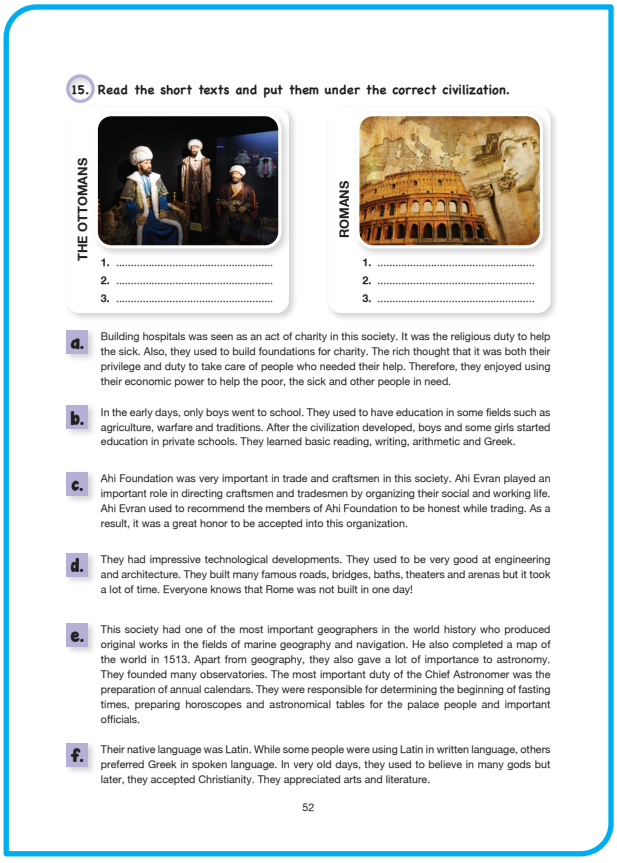
Answer Key: ***Students' own answers***

IDIOM / PROVERB OF THE WEEK

Ask students to read the idiom and its meaning and ask them about the double meaning of this proverb.

ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 135 and do the exercises.



15. Read the short texts and put them under the correct civilization.

THE OTTOMANS

1. .....
2. .....
3. .....

ROMANS

1. .....
2. .....
3. .....

a. Building hospitals was seen as an act of charity in this society. It was the religious duty to help the sick. Also, they used to build foundations for charity. The rich thought that it was both their privilege and duty to take care of people who needed their help. Therefore, they enjoyed using their economic power to help the poor, the sick and other people in need.

b. In the early days, only boys went to school. They used to have education in some fields such as agriculture, warfare and traditions. After the civilization developed, boys and some girls started education in private schools. They learned basic reading, writing, arithmetic and Greek.

c. Ahi Foundation was very important in trade and craftsmen in this society. Ahi Evran played an important role in directing craftsmen and tradesmen by organizing their social and working life. Ahi Evran used to recommend the members of Ahi Foundation to be honest while trading. As a result, it was a great honor to be accepted into this organization.

d. They had impressive technological developments. They used to be very good at engineering and architecture. They built many famous roads, bridges, baths, theaters and arenas but it took a lot of time. Everyone knows that Rome was not built in one day!

e. This society had one of the most important geographers in the world history who produced original works in the fields of marine geography and navigation. He also completed a map of the world in 1513. Apart from geography, they also gave a lot of importance to astronomy. They founded many observatories. The most important duty of the Chief Astronomer was the preparation of annual calendars. They were responsible for determining the beginning of fasting times, preparing horoscopes and astronomical tables for the palace people and important officials.

f. Their native language was Latin. While some people were using Latin in written language, others preferred Greek in spoken language. In very old days, they used to believe in many gods but later, they accepted Christianity. They appreciated arts and literature.

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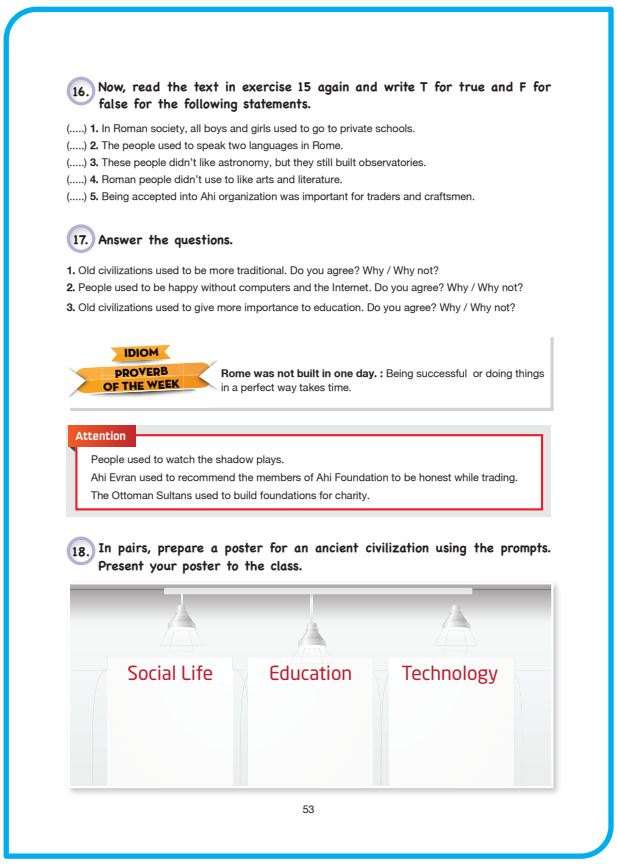

16. Now, read the text in exercise 15 again and write T for true and F for false for the following statements.

(.....) 1. In Roman society, all boys and girls used to go to private schools.
(.....) 2. The people used to speak two languages in Rome.
(.....) 3. These people didn't like astronomy, but they still built observatories.
(.....) 4. Roman people didn't use to like arts and literature.
(.....) 5. Being accepted into Ahi organization was important for traders and craftsmen.

17. Answer the questions.

1. Old civilizations used to be more traditional. Do you agree? Why / Why not?
2. People used to be happy without computers and the Internet. Do you agree? Why / Why not?
3. Old civilizations used to give more importance to education. Do you agree? Why / Why not?

IDIOM
PROVERB OF THE WEEK

Rome was not built in one day. : Being successful or doing things in a perfect way takes time.

Attention

People used to watch the shadow plays.
Ahi Evran used to recommend the members of Ahi Foundation to be honest while trading.
The Ottoman Sultans used to build foundations for charity.

18. In pairs, prepare a poster for an ancient civilization using the prompts. Present your poster to the class.

Social Life | Education | Technology

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18. In pairs, prepare a poster for an ancient civilization using the prompts. Present your poster to the class.

(F2, S1)

Tell students that they will prepare a poster for an ancient civilization that they will choose and present it in class in pairs. Besides the prompts given, you might ask them to add one more point if they like.

Video-Blog

Work in pairs and take turns.

Student A: Prepare a short documentary on an ancient civilization. Make a video.

Student B: Watch your friend's documentary and locate the needed information in charts.

(F1, F2)

Tell students that they will work in pairs and prepare a short documentary. Tell them they could prepare short documentary on ancient civilization. Once they prepare the video, ask them to watch each other's videos and give feedback about the videos.

19. Look at the pictures and compare the differences in western and eastern cultures as in the example.

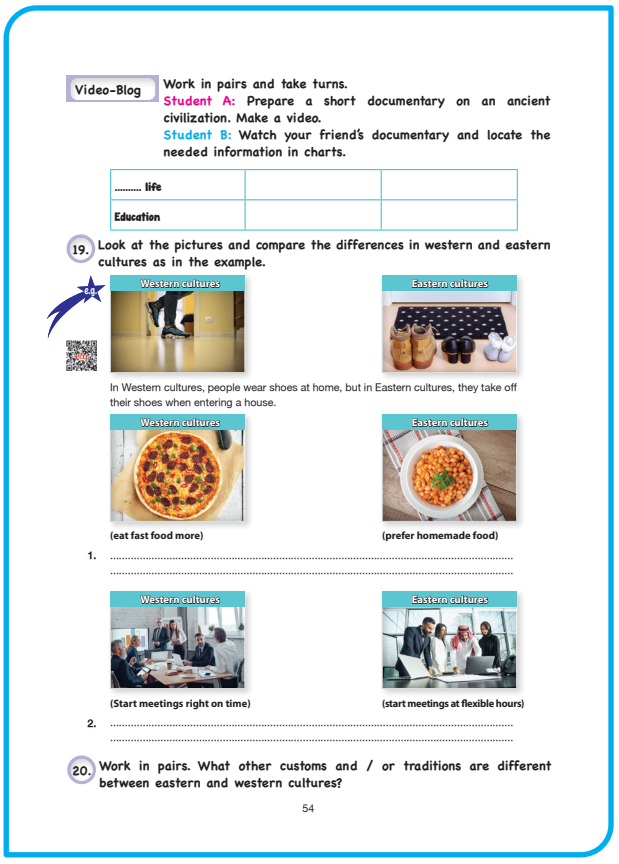
(S1)

Tell students that they will be comparing eastern and western cultures by looking at the pictures and prompts. Give them 5 minutes to discuss with their partners. Then, elicit answers from the students.

Suggested Answer Key:

1. In Western cultures, people like spending time alone, but in Eastern cultures, they like spending time with their families.

2. In Western cultures, meetings start right on time, but in Eastern cultures, meetings start at more flexible hours.



Video-Blog Work in pairs and take turns.
Student A: Prepare a short documentary on an ancient civilization. Make a video.
Student B: Watch your friend's documentary and locate the needed information in charts.

..... life		
Education		

19. Look at the pictures and compare the differences in western and eastern cultures as in the example.

Western cultures / Eastern cultures

In Western cultures, people wear shoes at home, but in Eastern cultures, they take off their shoes when entering a house.

Western cultures / Eastern cultures

(eat fast food more) (prefer homemade food)

1. .....

Western cultures / Eastern cultures

(Start meetings right on time) (start meetings at flexible hours)

2. .....

20. Work in pairs. What other customs and / or traditions are different between eastern and western cultures?

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20. Work in pairs. What other customs and / or traditions are different between eastern and western cultures?

(F1, S1)

Ask students to think about other differences between eastern and western cultures in pairs. Give them 3 minutes to think and discuss their ideas with their partners. Then, elicit answers from the students.

Answer Key:* *Students' own answers

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E-Portfolio

Do research on the traditions of two countries and write a short paragraph on your blog comparing them.

(W1)

Explain students that they are expected to write a short paragraph comparing the traditions of two countries. You can guide them by telling that the differences could be more clear between a western and an eastern country. Therefore, they could make their choices accordingly. Once they are done with this writing assignment, you might choose to bring in class some successful samples to share and comment on with the rest of the class.

21. Read the text and complete the table below. Then, make sentences about Gordion and Ankara.

(R2)

Tell students that they will be reading a text about two different cities; one from the present and one from the past. Ask them to read the text and complete the table about these two cities. When they finish, elicit answers from them individually. Then, ask students to form groups and write sentences using the information in the chart. Once they finish, elicit answers from students. Remind them to use past forms when they are talking and writing about the past.

Answer Key:

Ankara (Capital city of Türkiye)

How they were governed: As a republic

Architectural qualities: Modern, concrete buildings

Occupations/ Careers: Medicine, engineering, teaching

Population: Over 5 million

Importance: Political center of Türkiye

Gordion (Capital city of Phrygia)

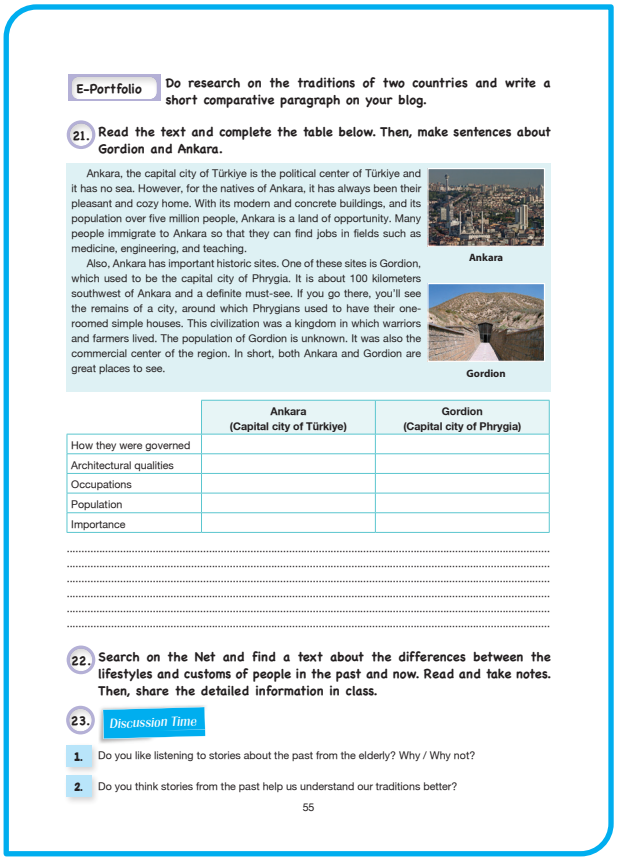
How they were governed: As a kingdom

Architectural qualities: Simple, one-roomed houses

Occupations/ Careers: Farmers, warriors

Population: Unknown

Importance: Commercial center of Phrygia



E-Portfolio Do research on the traditions of two countries and write a short comparative paragraph on your blog.

21. Read the text and complete the table below. Then, make sentences about Gordion and Ankara.

Ankara, the capital city of Türkiye is the political center of Türkiye and it has no sea. However, for the natives of Ankara, it has always been their pleasant and cozy home. With its modern and concrete buildings, and its population over five million people, Ankara is a land of opportunity. Many people immigrate to Ankara so that they can find jobs in fields such as medicine, engineering, and teaching.

Also, Ankara has important historic sites. One of these sites is Gordion, which used to be the capital city of Phrygia. It is about 100 kilometers southwest of Ankara and a definite must-see. If you go there, you'll see the remains of a city, around which Phrygians used to have their one-roomed simple houses. This civilization was a kingdom in which warriors and farmers lived. The population of Gordion is unknown. It was also the commercial center of the region. In short, both Ankara and Gordion are great places to see.

Ankara

Gordion

	Ankara (Capital city of Türkiye)	Gordion (Capital city of Phrygia)
How they were governed		
Architectural qualities		
Occupations		
Population		
Importance		

22. Search on the Net and find a text about the differences between the lifestyles and customs of people in the past and now. Read and take notes. Then, share the detailed information in class.

23. Discussion Time

1. Do you like listening to stories about the past from the elderly? Why / Why not?
2. Do you think stories from the past help us understand our traditions better?

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22. Search on the Net and find a text about the differences between the lifestyles and customs of people in the past and now. Read and take notes. Then, share the detailed information in class.

(F2, R2)

Tell your students to search on the Net to find some information about the differences between the lifestyles and customs of people in the past and now. They are expected to prepare a speech about the information they learnt and share it with their friends in class.

Suggested Answer Key:

Gordion was a more traditional city than Ankara.

Ankara has more modern buildings than Gordion.

23. Discussion Time

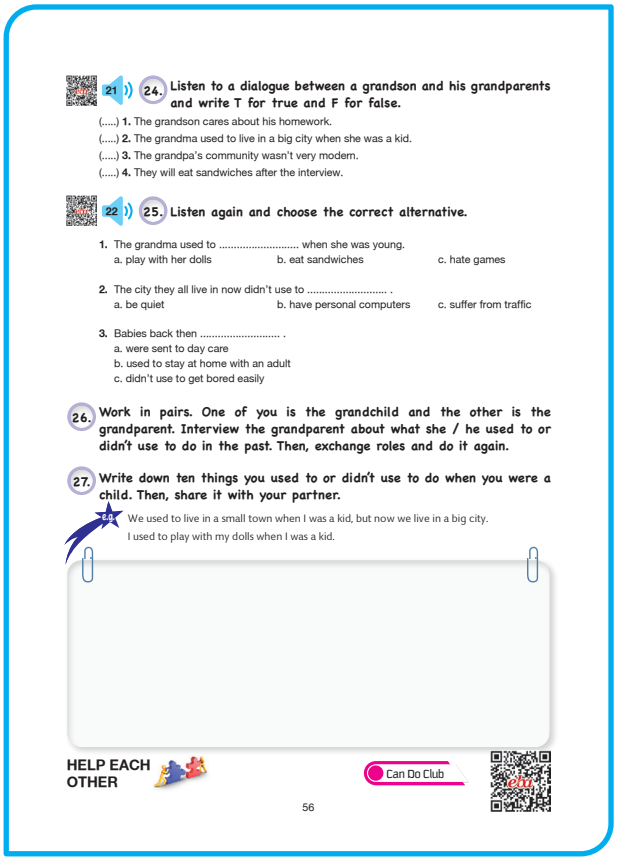
Remind students the purpose of this section and ask them to think about these questions first individually and then, discuss their answers with their partners. Finally, ask students to share their opinions with the class.

Answer Key: ***Students' own answers***

24. Listen to a dialogue between a grandson and his grandparents and tick T for true and F for false.

(F1, L1)

Tell students to read the following sentences first. Then, ask them to listen to a dialogue between a grandson and his grandparents and tick true or false. Play the recording twice. Then, ask them to check their answers in pairs. Finally, elicit the answers and ask for clarification.



21 24. Listen to a dialogue between a grandson and his grandparents and write T for true and F for false.

(.....) 1. The grandson cares about his homework.
(.....) 2. The grandma used to live in a big city when she was a kid.
(.....) 3. The grandpa's community wasn't very modern.
(.....) 4. They will eat sandwiches after the interview.

22 25. Listen again and choose the correct alternative.

1. The grandma used to ..... when she was young.
a. play with her dolls b. eat sandwiches c. hate games

2. The city they all live in now didn't use to ..... .
a. be quiet b. have personal computers c. suffer from traffic

3. Babies back then ..... .
a. were sent to day care
b. used to stay at home with an adult
c. didn't use to get bored easily

26. Work in pairs. One of you is the grandchild and the other is the grandparent. Interview the grandparent about what she / he used to or didn't use to do in the past. Then, exchange roles and do it again.

27. Write down ten things you used to or didn't use to do when you were a child. Then, share it with your partner.

We used to live in a small town when I was a kid, but now we live in a big city.
I used to play with my dolls when I was a kid.

HELP EACH OTHER

Can Do Club

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Tapescript 21

Grandson: Hey, grandma, grandpa! How are you?

Grandpa: Hello, son.

Grandma: Oh, hi dear!

Grandson: I have some homework which I have to do with you. I'm going to interview you about what you used to and didn't use to do in the past. Is that OK? Do you have time for that guys?

Both grandpa and grandma: Sure!

Grandson: OK. Here we go. Grandma, where did you use to live when you were young?

Grandma: Well, we used to live in a small town when I was young, but now we live in a big city, which I like very much. Small towns back then used to be quite boring. There wasn't much to do. I used to play with my dolls when I was a kid and that was pretty much all the activity I had.

Grandson: I see. So, when did you move to this city?

Grandma: Let me think about it. I guess it's been almost 50 years now. And you know what? There didn't use to be any traffic jam in the main streets of this city 50 years ago.

Grandson: Are you serious? No traffic jam? Wow! That's really hard to believe.

Grandma: I know, right?

Grandson: Grandpa, what about you? Where did you use to live when you were a child?

Grandpa: I used to live in a very primitive community out in the mountains. They were very superstitious people. In fact, they used to dispel all the bad spirits with fire, but now they use fireworks for celebrations. Can you believe that?

Grandson: Wow! That's really amazing! Any fun memories from your childhood?

Grandpa: Well, you know your great aunt Rita. She used to carry her blanket with her when she was a child. She looked incredibly cute like that. And also, I didn't go to daycare when I was a baby. Back then, babies were cared for at home.

Grandma: Alright, what about giving a break for some juicy sandwiches?

Grandson: But, I need to upload this interview on my computer before 5.

Grandma: Don't worry, dear. People didn't use to have personal computers in my time, but they could still finish their jobs in time.

Grandson: I guess that's true. Alright, we can continue after we eat our sandwiches.

***Answer Key:* 1. T, 2. F, 3. T, 4. T**

25. Listen again and choose the correct alternative.

(F1, L1)

Tell students to read the questions first. Then, ask them to listen to the dialogue again and choose the correct alternative. Play the recording once. Then, ask them to check their answers in pairs. Finally, elicit the answers and ask for clarification and play the recording again and let students check their answers.

Tapescript 22

It is the same as Tapescript 21.

Answer Key: ***1. a, 2. c, 3. b***

26. Work in pairs. One of you is the grandchild and the other is the grandparent. Interview the grandparent about what she / he used to or didn't use to do in the past. Then, exchange roles and do it again.

(F1, F2, S2)

Ask students to work in pairs and act out an interview similar to the one they listened to in exercise 24. When they finish, ask some pairs to act out the dialogue in front of the class.

27. Write down ten things you used to or didn't use to do when you were a child. Then, share it with your partner.

(F1, W2)

Ask students to do this task individually first and then, share it with their partners so that they can talk about the differences and the similarities of the things they used to and didn't use to do in the past. After that, elicit answers from the students.

Answer Key: ***Students' own answers***

HELP EACH OTHER

Tell your students to work in pairs and read their friend's e-mail to give them feedback by using the mini-rubric.

CAN DO CLUB

Can Do Club parts contain statements for students to check how much they have acquired. Have your students go to page 127 and fill in the table.

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THEME 4 ATTENTION ANSWER KEY

1. Read the short text about an old pop star and write sentences under the Now and Then columns.

Now

He is a music teacher.

He lives in an apartment.

He isn't rich.

Then

He used to be a pop star.

He used to live in a mansion.

He used to be very rich.

2. Choose the best alternative that explains the situation in the following sentences.

1. A, 2. B, 3. A, 4. B, 5. B

3. Write questions for the following answers.

1. Did you use to play video games when you were at middle school?

2. Where did you use to go for picnics?

3. What did you use to do during Bayram holidays?

4. Did your sister use to listen to pop music when she was 15 years old?

5. What did you use to do when you were a small child?

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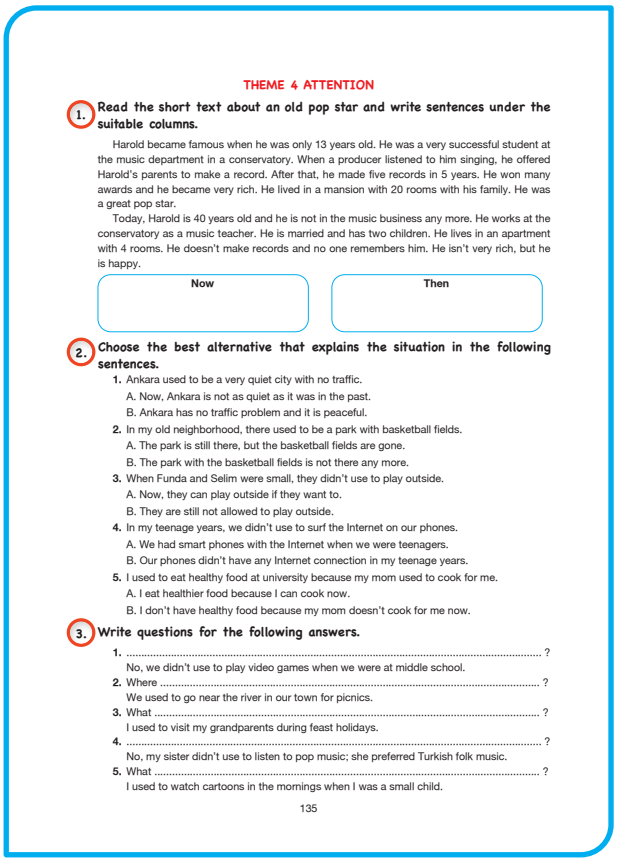

THEME 4 ATTENTION

1. **Read the short text about an old pop star and write sentences under the suitable columns.**

Harold became famous when he was only 13 years old. He was a very successful student at the music department in a conservatory. When a producer listened to him singing, he offered Harold's parents to make a record. After that, he made five records in 5 years. He won many awards and he became very rich. He lived in a mansion with 20 rooms with his family. He was a great pop star.

Today, Harold is 40 years old and he is not in the music business any more. He works at the conservatory as a music teacher. He is married and has two children. He lives in an apartment with 4 rooms. He doesn't make records and no one remembers him. He isn't very rich, but he is happy.

Now	Then

2. **Choose the best alternative that explains the situation in the following sentences.**

1. Ankara used to be a very quiet city with no traffic.
   A. Now, Ankara is not as quiet as it was in the past.
   B. Ankara has no traffic problem and it is peaceful.
2. In my old neighborhood, there used to be a park with basketball fields.
   A. The park is still there, but the basketball fields are gone.
   B. The park with the basketball fields is not there any more.
3. When Funda and Selim were small, they didn't use to play outside.
   A. Now, they can play outside if they want to.
   B. They are still not allowed to play outside.
4. In my teenage years, we didn't use to surf the Internet on our phones.
   A. We had smart phones with the Internet when we were teenagers.
   B. Our phones didn't have any Internet connection in my teenage years.
5. I used to eat healthy food at university because my mom used to cook for me.
   A. I eat healthier food because I can cook now.
   B. I don't have healthy food because my mom doesn't cook for me now.

3. **Write questions for the following answers.**

1. ..... ?
   No, we didn't use to play video games when we were at middle school.
2. Where ..... ?
   We used to go near the river in our town for picnics.
3. What ..... ?
   I used to visit my grandparents during feast holidays.
4. ..... ?
   No, my sister didn't use to listen to pop music; she preferred Turkish folk music.
5. What ..... ?
   I used to watch cartoons in the mornings when I was a small child.

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THEME 4 WORKBOOK

1. Look at the picture pairs and write sentences as in the example.

Then / Now

It used to be a beautiful house, but now it is old and ugly.

(popular / quiet)
It used to be a popular mall, but now it is quiet.

(slow & safe / fast & dangerous)
Cars in the past used to be slow and safe, but cars today are fast and dangerous.

(long hair / short hair)
She used to have long hair, but now she has short hair.

2. Work in pairs. Think about your city. Write at least 5 things that were different in the past.

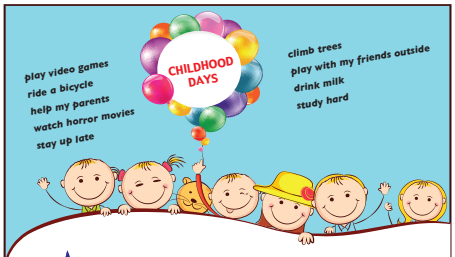
	5 years ago	Now
Name of your city	Student's own answers	
Population		
Pastime activities		
Places to visit		
Traffic		
Environment		

3. Do the quiz about the traditions of different countries.

1. **In which country, is it a tradition to slurp your soup?**
   (a.) China b. Belgium c. Finland
2. **In which country, is it a tradition to give books as a Christmas present?**
   a. Germany b. England (c.) Iceland
3. **In which country, do all family members sit together before one of them leaves for a trip?**
   a. the USA (b.) Russia c. Mexico
4. **In which country, do people congratulate all members of a family when it's the birthday of one of them?**
   (a.) the Netherlands b. Colombia c. Scotland
5. **In which country, is it a tradition to throw cinnamon at single people over the age of 25?**
   a. Estonia (b.) Denmark c. Indonesia
6. **In which country, do people throw children's teeth onto the roof for good luck?**
   a. Italy b. Japan (c.) Greece
7. **In which country, do people celebrate the new year with a bowl of lentil soup as it is considered a symbol of wealth?**
   (a.) Brazil b. Thailand c. Kuwait

If you have 3 or more correct answers, then you are very knowledgeable about different traditions around the world!

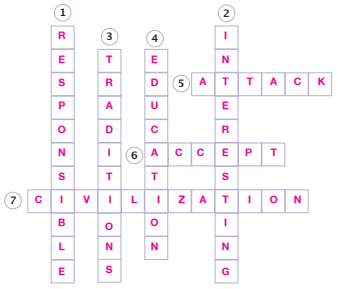
4. Read the following phrases in the box and write the ones you used to do and didn't use to do when you were a child.



When I was a child, I didn't use to play video games, but now I do.

Student's own answers

5. Read the definitions and do the puzzle. Try to finish it in 5 minutes!



Across

5. to try to hurt, injure or destroy (someone or something)
6. to approve, to be in favor of something
7. a well-organized and developed society

Down

1. having important duties, decisions
2. not boring, drawing attention to
3. customs, beliefs of a specific group of people
4. the knowledge, skill and understanding you get from attending a school, college, or university

6. Read the text and fill in the blanks with the correct form of the verbs.

When I was younger, I **1.** used to be (use to / be) very shy. I **2.** didn't talk/didn't use to talk (not talk) to people very much. It was a very difficult time for me. When my mother and I went out, I **3.** used to hide (use to / hide) behind her. She never liked that, but I couldn't change my behavior.

Then, I started school and I **4.** stopped (stop) being shy. I started to play with my classmates and I **5.** used to raise / raised (raise) my hand when the teacher asked questions. School life **6.** helped (help) me change myself for the better. Before school, I **7.** didn't use to (not use to / spend) time outside, but now I **8.** spend / am (be) always out!

THEME 5

TRAVEL

FUNCTIONS (F)

F1 Talking about past and present events/ experiences

F2 Booking

F3 Exchanging ideas and plans

F4 Asking for approvals and/or confirmations

SKILLS

Listening (L)

L1 Students will be able to list phrases for booking in a recorded text.

Pronunciation (P)

P1 Students will be able to practice intonation in question tags (both rising and falling).

Speaking (S)

S1 Students will be able to ask and answer about their own and other people's travel experiences.

S2 Students will be able to book a room at a hotel / a table in restaurant etc.

S3 Students will be able to confirm information during a conversation.

S4 Students will be able to take part in a dialogue in a group to make a travel plan.

Reading (R)

R1 Students will be able to make use of written instructions in order to draw a route.

R2 Students will be able to classify different vacation types in a reading passage.

Writing (W)

W1 Students will be able to write an e- mail to a friend about their holiday experiences.

W2 Students will be able to prepare a travel guide of a city they have visited.

Warm up

Ask your students whether they have ever been on a tour with a tour guide. Make them share their experiences and feelings. Ask them what tour guides do and whether their job is enjoyable or not. Discuss the advantages and disadvantages of their job. Then, show your students the following website: https://www.englishclub.com/english-for-work/tour-guide-sample-speech.htm. The website offers a sample speech of a tour guide in both written and oral English. Play the speech and discuss the effectiveness of the tour guide.

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1. Work in pairs, ask and answer the questions about the pictures sharing your travel experiences.

(F1, S1)

Tell students that they will work in pairs. Ask them to look at the pictures and exchange their answers to the questions. Monitor them as they do the task with their friends and do not interfere unless they need help. After they finish, ask them to share their answers with the rest of the class.

Answer Key: ***Students' own answers***

1. Work in pairs, ask and answer the questions about the pictures sharing your travel experiences.

Have you ever been to a similar place? If yes, when did you go there?
Have you ever climbed a mountain? Did you like it? Was it difficult?
Have you ever been abroad? Which country did you visit?
Have you ever tried snorkeling? etc.

2. Work in groups and talk about your travel plans for the next year.

3. Discussion Time

1. How often should people go on holiday? Do you think people should go on holiday every year?
2. Do you think summer holidays are better than winter holidays?
3. Do you think it is a good idea to travel with friends, or alone? How about with your family?
4. Do you think tourism harms the environment?

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2. Work in groups and talk about your travel plans for the next year.

(F3, S4)

Ask students to work in groups of three and take turns to talk about their travel plans for the next year. When they finish, ask the groups to write down their plans on the board. Then, circle the common plans and talk about these.

Answer Key: ***Students' own answers***

3. Discussion Time

(F1, F3, S1)

Remind students the purpose of this section and ask them to think about these questions first individually and then, discuss their answers with their partners. Finally, ask students to share their opinions with the class.

Answer Key: ***Students' own answers***

NOTES

4. Listen to the interview with a famous traveler on TV and find: What does the travel writer like most about Türkiye?

(F1, F3)

Tell students that they are going to listen to an interview with a famous traveler on TV once. Ask them to listen to the interview and find out the things he likes most about Türkiye.

23 4. Listen to the interview with a famous traveler on TV and find: What does the travel writer like most about Türkiye?

24 5. Listen again and choose the correct alternative for the following questions.

1. John has visited more than ..... countries so far.
a. 60 b. 65 c. 56

2. Which place doesn't John talk about?
a. England b. Türkiye c. Hawaii

3. Why can't John's family travel with him all the time?
a. They don't like traveling.
b. John doesn't want to take them with him.
c. They have work and school.

4. Which place should you visit if you don't like cold weather?
a. Sweden b. Canada c. Brazil

5. What should you do before you participate in a tour?
a. Make an online reservation for the table.
b. Book the tour before.
c. Call the officer.

IDIOM
PROVERB OF THE WEEK
get away for a few days : to leave your home, work, stress, etc. and go somewhere peaceful

6. Imagine that you are a travel writer. Which country would you visit? Why?

59

Tapescript 23

Interviewer: Good evening everyone, tonight we have a very interesting guest. He is a professional travel writer and he has traveled all around the world. Tonight, he will share his experiences with us. His name is John Reese. Welcome to our show, John.

Travel Writer: Thank you, Mary. I'm glad to be here.

Interviewer: Well, John. You have been a professional travel writer for a very famous magazine for 15 years. Is that right?

Travel Writer: That's right. I really love my job.

Interviewer: So, how did you decide to become a travel writer, John?

Travel Writer: Well… I have read "The Turkish Embassy Letters" by Lady Montagu. She was the wife of a British Ambassador in Türkiye. Her letters about this fascinating culture motivated me to find out more about other countries and cultures.

Interviewer: That's great. Now, here comes the most basic question: Which countries have you visited so far?

Traveler Writer: OK, let me think ... I guess I have visited more than 65 countries, so I can't give all the names now.

Interviewer: Wow. That's a lot. But, I am sure you have some favorite countries, right? So, which one did you like the most?

Travel Writer: Ehm, it's not easy to pick just one favorite, but I can say, I liked Türkiye very much. People are friendly, the food is wonderful.

Interviewer: Oh, I agree. I've been to Türkiye, too. It's an amazing country.

Travel Writer: Isn't it? And also, it's not a country, but I loved Hawaii. I took a helicopter tour and it was the most beautiful scenery I've ever seen. The ocean, the greenery ... It's really worth seeing.

Interviewer: I see. By the way, when you travel, you aren't traveling alone, are you?

Travel Writer: Actually, I am. My wife and children come with me in the vacation time because my wife is a primary school teacher and my children have school, so I travel alone.

Interviewer: I see. So, John, can you give me some advice? Which places should I visit?

Travel Writer: I guess it depends on your likes and dislikes, Mary. What I mean is, if you like hot and sunny weather, you should visit tropical countries, but if you don't, you can go to Scandinavia, for example. Also, you need to book your hotel room or other tours you'd like to participate in beforehand because it's cheaper that way. And, make your reservations online; not by phone because you need some written proof if something goes wrong.

Interviewer: I see. So, you mean we should make our choices carefully. Is that right?

Travel Writer: Exactly.

Interviewer: OK. Now, we have a commercial

break. After the break, I will ask you about your favorite food in a foreign county, John. Be prepared!

Answer Key: ***People are friendly, the food is wonderful.***

5. Listen again and choose the correct alternative for the following questions.

(F1, F3, L1)

Tell students that they will listen to the interview again and this time they will answer the questions in the exercises. Tell them to read the questions first before they start listening. Play the recording once. When they finish, ask them to share their answers with their partners. Finally, check the answers with the class.

Tapescript 24

It is the same as Tapescript 23.

Answer Key: ***1. b, 2. a, 3. c, 4. c, 5. b***

IDIOM / PROVERB OF THE WEEK

Remind students what an idiom / proverb is and ask them to discuss the meaning of this idiom and ask them to think about situations in which they can use this idiom such as "What kind of people need to get away for a few days?"

6. Imagine that you are a travel writer. Which country would you visit? Why?

(F1, F3)

Ask students to think about which country they would visit if they were a travel writer. Also ask them to state at least three reasons. Encourage them to use similar vocabulary items from the interview they have listened to. Tell them to share their ideas with the class.

Answer Key: ***Students' own answers***

7. Read the texts and match the pictures with them.

1 2 3 4

(.....)

Have you ever been on an African Safari? If not, you have missed a lot! It's a very enjoyable experience. During a safari, a tour guide leads the group, explains spectacular sights and takes the group to the places where they can watch the animals in their own habitat. Travelers can view elephants, giraffes, zebras and lions in their natural environment. They travel in a safari vehicle through savannahs and forests. The best thing to do in a safari is taking photos of different types of wild animals. This experience also teaches people to respect animals and their natural habitat, which we should take care of. It is the responsibility of everyone to be respectful to nature and all living things in it. As a result, going on a safari teaches these important things to people as well. And of course, it is also a lot of fun! Have you ever taken a photo of a real tiger? Now, you can go on a safari!

(.....)

Which countries have you visited so far? By the way, you aren't traveling alone, are you? After a long year of work, families need some time to be together and do activities together, which will make everyone feel loved and cared for. Also, family vacations help create wonderful memories for both children and parents. They are great opportunities for siblings to develop healthy friendships with each other. Family vacations are great to explore the world's beautiful destinations while having quality time with your family. A lot of travel companies have designed vacations for families with children, creating activities for the kids. A tour guide travels with the group, shows important sights and helps with children. Parents should prefer this type of vacation because travel companies also offer child care. This is the best option for families.

(.....)

Have you ever tried adventure travel? If yes, great! This type of holiday has different activities such as hiking, biking, road trips and more. Here are some examples of adventure vacations: trekking in the Himalayas, expedition cruising to Antarctica and river rafting in the American West. Generally, adventure travel provides opportunity to interact with the people, environment and cultures of the visited regions. You can make friends with other adventurers and share your experiences with them. Also, such vacations provide an opportunity for people to learn how to control themselves and to be patient because they experience hardships such as enduring harsh weather conditions. Many adventure tours work with local guides because they know the region best. They take travelers to the most beautiful sceneries. You can also visit small villages to meet the native people. Have you made up your mind? Is it an adventure vacation? If you love adrenaline rush, let's hit the road!

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7. Read the texts and match the pictures with them.

(F1, R2)

Tell students to look at the pictures first. Ask them to describe the pictures and guess what kind of vacations they represent. Then, ask them to read the short texts and match the pictures with them. Monitor them as they do the task individually. After they finish, ask them to share their answers with the rest of the class.

Answer Key:

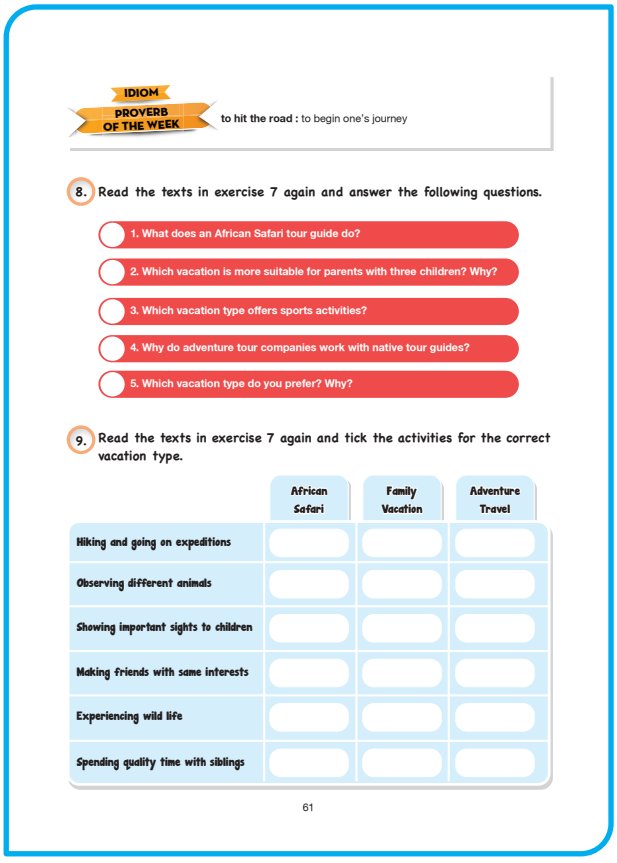
1st picture: 1st text

2nd picture: 3rd text

3rd picture: 2nd text

IDIOM / PROVERB OF THE WEEK

Remind students what an idiom / proverb is and ask them to discuss the meaning of this idiom and ask them to think about situations in which they can use this idiom.


IDIOM
PROVERB OF THE WEEK
to hit the road : to begin one's journey

8. Read the texts in exercise 7 again and answer the following questions.

1. What does an African Safari tour guide do?
2. Which vacation is more suitable for parents with three children? Why?
3. Which vacation type offers sports activities?
4. Why do adventure tour companies work with native tour guides?
5. Which vacation type do you prefer? Why?

9. Read the texts in exercise 7 again and tick the activities for the correct vacation type.

	African Safari	Family Vacation	Adventure Travel
Hiking and going on expeditions			
Observing different animals			
Showing important sights to children			
Making friends with same interests			
Experiencing wild life			
Spending quality time with siblings			

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8. Read the texts in exercise 7 again and answer the following questions.

(F1, R2)

Tell students to read the texts again in details and answer the following questions individually. Allow them to use their dictionaries to learn new vocabulary. Monitor them as they do the task individually. After they finish, ask them to check their answers with a pair. Then, elicit the answers.

Answer Key:

1. Generally, a tour guide leads the group, explains spectacular sights and takes the group to the places where they can watch the animals in their own habitat.

2. Suggested Answer: Family vacation. Family vacations are very good opportunities to explore the world's beautiful destinations while having quality time with your family.

3. Adventure travel.

4. Because they know the region best.

5. Students' own answers

9. Read the texts in exercise 7 again and tick the activities for the correct vacation type.

(F1, R2)

Tell students that they will work individually on this activity. After they finish, tell them to exchange their answers with their partners so that they can do peer-check as you give them the answers.

Answer Key:

	African Safari	Family Vacation	Adventure Travel
Hiking and going on expeditions			✔
Observing different animals	✔		
Showing important sights to children		✔	
Making friends with same interests			✔
Experiencing wild life	✔		
Spending quality time with siblings		✔	

10. Match the vocabulary items from the text in exercise 7 with the definitions.

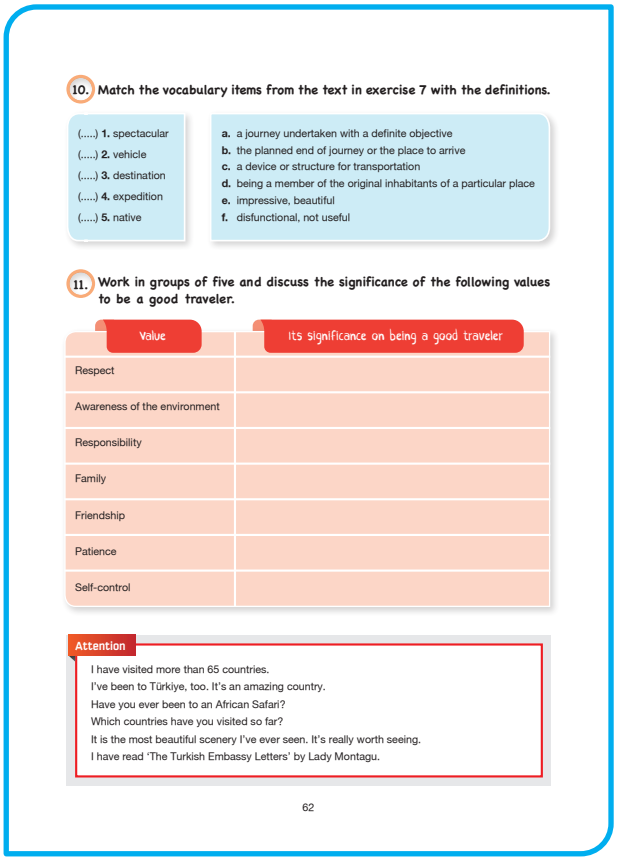
Tell students to find the vocabulary items from the texts and try to guess their meanings. Then, tell them to match the vocabulary with the definitions. Don't allow them to use dictionaries during the activity. They may check their answers after they have finished matching.

Answer Key: ***1. e, 2. c, 3. b, 4. a, 5. d***

11. Work in groups of five and discuss the significance of the following values to be a good traveler.

Tell students that they will form groups of five to discuss the values a good traveler should possess. While they discuss the topic among each other, monitor the groups and assist them if they require any help.

Answer Key: ***Students' own answers***



10. Match the vocabulary items from the text in exercise 7 with the definitions.

(.....) 1. spectacular
(.....) 2. vehicle
(.....) 3. destination
(.....) 4. expedition
(.....) 5. native

a. a journey undertaken with a definite objective
b. the planned end of journey or the place to arrive
c. a device or structure for transportation
d. being a member of the original inhabitants of a particular place
e. impressive, beautiful
f. disfunctional, not useful

11. Work in groups of five and discuss the significance of the following values to be a good traveler.

Value	its significance on being a good traveler
Respect	
Awareness of the environment	
Responsibility	
Family	
Friendship	
Patience	
Self-control	

Attention

I have visited more than 65 countries.
I've been to Türkiye, too. It's an amazing country.
Have you ever been to an African Safari?
Which countries have you visited so far?
It is the most beautiful scenery I've ever seen. It's really worth seeing.
I have read 'The Turkish Embassy Letters' by Lady Montagu.

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ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 136 and do the exercises.

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12. Work in groups. Prepare a travel guide of a city you've visited using the prompts as in the example.

(W2)

Tell students to work in groups and prepare a travel guide of a city they visited. Ask them to look at the pictures and the prompts given. They need to focus on three main topics: Introduction of the place, Places to visit and Things to do. Monitor them as they do the task with their friends and do not interfere unless they need help.

Answer Key: ***Students' own answers***

13. Now, present your travel guides in class and vote for the most convincing one.

(S4)

After students are finished, ask them to share their travel guide with the rest of the class. At the end of the activity, ask students to vote for the best travel guide created by one group.

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14. Read and complete the dialogues with the phrases from the box. Then, exchange your answers with your partner and listen to the dialogues and check your partner's answers.

(F2, F4, L1)

Tell students to read the extracts first and complete them with the given words or phrases in the box. Allow them to use dictionaries if they need to check vocabulary about making arrangements. When they finish, ask them to exchange their answers with a partner. After that, play the recording once and let them check their answers. Make sure that they understand the phrases used for booking a hotel room and a table in a restaurant.

Tapescript 25

1

Customer: Excuse me, I'd like to book a room, please.

Receptionist: Certainly, sir. Would you like a single or a double room?

Customer: A double room please. My wife and I will be staying.

Receptionist: Alright, sir. And when will you check out?

Customer: On Monday if everything goes as planned.

Receptionist: Pardon? Sorry, did you say Monday?

Customer: Yes.

Receptionist: That will be £450, sir. Cash or credit card?

Customer: I don't have cash on me. Put it on my card, please.

Extract 2

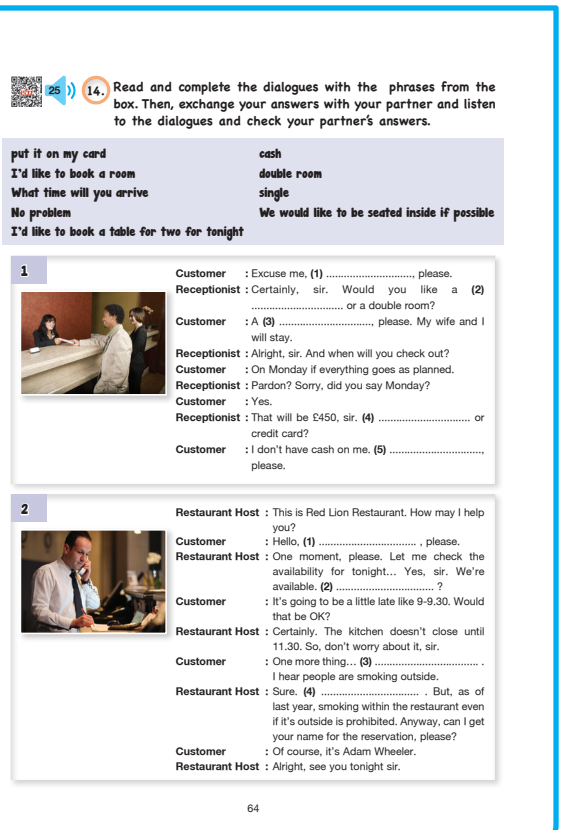
Restaurant Host: This is Red Lion Restaurant. How may I help you?

Customer: Hello, I'd like to book a table for two for tonight, please.

Restaurant Host: One moment, please. Let me check the availability for tonight… Yes, sir. We're available. What time will you arrive?

Customer: It's going to be a little late like 9-9.30. Would that be OK?

Restaurant Host: Certainly. The kitchen doesn't close until 11.30. So, don't worry about it, sir.



25 14. Read and complete the dialogues with the phrases from the box. Then, exchange your answers with your partner and listen to the dialogues and check your partner's answers.

put it on my card	cash
I'd like to book a room	double room
What time will you arrive	single
No problem	We would like to be seated inside if possible
I'd like to book a table for two for tonight	

1

Customer : Excuse me, (1) ....., please.
Receptionist : Certainly, sir. Would you like a (2) ..... or a double room?
Customer : A (3) ....., please. My wife and I will stay.
Receptionist : Alright, sir. And when will you check out?
Customer : On Monday if everything goes as planned.
Receptionist : Pardon? Sorry, did you say Monday?
Customer : Yes.
Receptionist : That will be £450, sir. (4) ..... or credit card?
Customer : I don't have cash on me. (5) ....., please.

2

Restaurant Host : This is Red Lion Restaurant. How may I help you?
Customer : Hello, (1) ..... , please.
Restaurant Host : One moment, please. Let me check the availability for tonight… Yes, sir. We're available. (2) ..... ?
Customer : It's going to be a little late like 9-9.30. Would that be OK?
Restaurant Host : Certainly. The kitchen doesn't close until 11.30. So, don't worry about it, sir.
Customer : One more thing… (3) ..... . I hear people are smoking outside.
Restaurant Host : Sure. (4) ..... . But, as of last year, smoking within the restaurant even if it's outside is prohibited. Anyway, can I get your name for the reservation, please?
Customer : Of course, it's Adam Wheeler.
Restaurant Host : Alright, see you tonight sir.

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Customer: One more thing… We would like to be seated inside if possible. I hear people are smoking outside.

Restaurant Host: Sure. No problem. But, as of last year, smoking within the restaurant even if it's outside is prohibited. Anyway, can I get your name for the reservation, please?

Customer: Of course, it's Adam Wheeler.

Restaurant Host: Alright, see you tonight sir.

Answer Key:

Extract 1

1. I'd like to book a room

2. single

3. double room

4. Cash

5. Put it on my card

Extract 2:

1. I'd like to book a table for two for tonight

2. What time will you arrive

3. We would like to be seated inside if possible

4. No problem

15. Read and prepare a similar dialogue. Then, act it out.

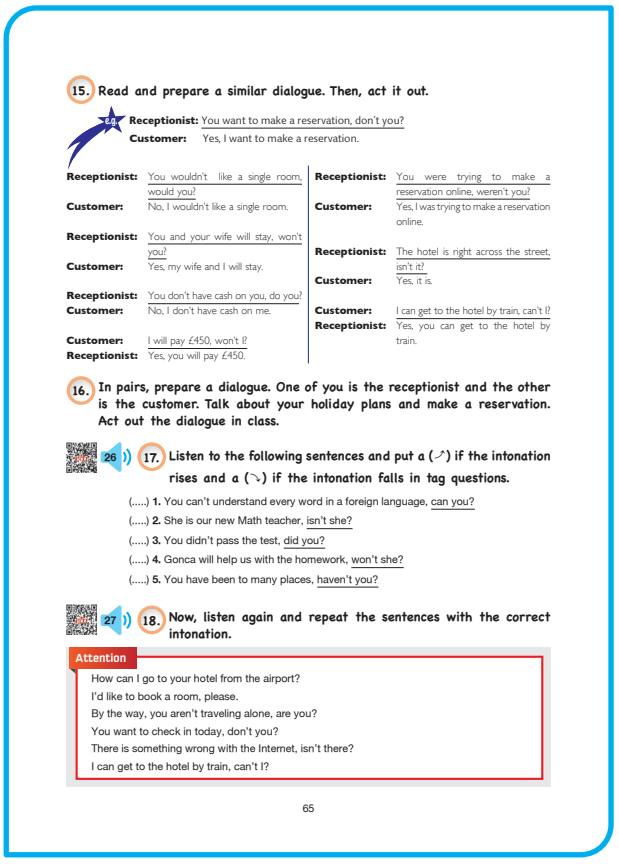
(F2, F4, S2, S3)

Tell students to read the dialogue and ask them for what purpose they use the tag questions in the end. You may provide the information below about tag questions if students need this. Then, ask them to prepare a similar dialogue and act out to practice tag questions.

Remind students that tag questions are used to ask for confirmation. They are not real questions. They are constructed by writing down a statement followed by a mini question. The basic structure is as follows:

Positive Statement	**Negative Tag**
You will stay for two days,	won't you?
Negative Statement	**Positive Tag**
You haven't booked your hotel,	have you?

The tag repeats the auxiliary verb (or main verb when it is be) of the statement and changes it to positive or negative.



15. **Read and prepare a similar dialogue. Then, act it out.**

Receptionist: You want to make a reservation, don't you?
Customer: Yes, I want to make a reservation.

Receptionist: You wouldn't like a single room, would you?
Customer: No, I wouldn't like a single room.

Receptionist: You and your wife will stay, won't you?
Customer: Yes, my wife and I will stay.

Receptionist: You don't have cash on you, do you?
Customer: No, I don't have cash on me.

Customer: I will pay £450, won't I?
Receptionist: Yes, you will pay £450.

Receptionist: You were trying to make a reservation online, weren't you?
Customer: Yes, I was trying to make a reservation online.

Receptionist: The hotel is right across the street, isn't it?
Customer: Yes, it is.

Customer: I can get to the hotel by train, can't I?
Receptionist: Yes, you can get to the hotel by train.

16. **In pairs, prepare a dialogue. One of you is the receptionist and the other is the customer. Talk about your holiday plans and make a reservation. Act out the dialogue in class.**

26 **17.** **Listen to the following sentences and put a (↗) if the intonation rises and a (↘) if the intonation falls in tag questions.**

(.....) **1.** You can't understand every word in a foreign language, can you?
(.....) **2.** She is our new Math teacher, isn't she?
(.....) **3.** You didn't pass the test, did you?
(.....) **4.** Gonca will help us with the homework, won't she?
(.....) **5.** You have been to many places, haven't you?

27 **18.** **Now, listen again and repeat the sentences with the correct intonation.**

Attention

How can I go to your hotel from the airport?
I'd like to book a room, please.
By the way, you aren't traveling alone, are you?
You want to check in today, don't you?
There is something wrong with the Internet, isn't there?
I can get to the hotel by train, can't I?

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16. In pairs, prepare a dialogue. One of you is the receptionist and the other is the customer. Talk about your holiday plans and make a reservation. Role-play the dialogue in class.

(F2, F4, S2, S3)

Tell students to work in pairs. Provide students with enough time to prepare a dialogue, talking about holiday plans and making a reservation. Tell them that one of them will be the receptionist and the other is the customer. Monitor them as they do the task with their friends and do not interfere unless they need help. After they finish, ask them to role play the dialogue in class. At the end of the activity, you might ask students to vote for the most successful pair.

17. Listen to the following sentences and put a (↗) if the intonation rises and a (↘) if the intonation falls in tag questions.

(P1)

Before listening, remind students of the pronunciation exercises on intonation that they did in previous themes. Recycle the information they have learned by asking questions such as "Does the intonation rise or fall in questions?" and "What about in sentences?". Then, teach the intonation rule for the tag questions. The information is below. After you have recycled rising and falling intonation, play the recording twice without any interruption. Afterwards, ask students to check their answers with their partners. Finally, check the answers with the class.

INTONATION IN TAG QUESTIONS

Let the students understand that if the speaker asks question to know the answer, then the real question has a rising intonation.

e.g. You don't speak Japanese, do you?

If the question is being asked because you want agreement or confirmation then the question has a falling intonation.

e.g. It's a beautiful view, isn't it?

Tapescript 26

1. You can't understand every word in a foreign language, can you?

2. She is our new Math teacher, isn't she?

3. You didn't pass the test, did you?

4. Gonca will help us with the homework, won't she?

5. You have been to many places, haven't you?

Answer Key:

1. You can't understand every word in a foreign language, can you? (fall)

2. She is our new Math teacher, isn't she? (rise)

3. You didn't pass the test, did you? (fall)

4. Gonca will help us with the homework, won't she? (rise)

5. You have been to many places, haven't you? (rise)

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18. Now, listen again and repeat the sentences with the correct intonation.

(P1)

Tell students to listen to the sentences again and pause the recording after each sentence and let the students repeat the sentence with the correct intonation as they hear. You may repeat this activity many times until students repeat the sentences with the correct intonation.

Tapescript 27

It is the same as Tapescript 26.

Answer Key:

1. You can't understand every word in a foreign language, can you? (fall)

2. She is our new Math teacher, isn't she? (rise)

3. You didn't pass the test, did you? (fall)

4. Gonca will help us with the homework, won't she? (rise)

5. You have been to many places, haven't you? (rise)

ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 136 and do the exercises.

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19. Read Pierre's e-mail about his travel to Amsterdam. Then, check the arrival and departure timetables and circle T for true and F for false.

Tell students to read the e-mail about Pierre's travel to Amsterdam and scan the arrival and departure timetables for the necessary information. Students are expected to scan the timetables for the necessary information to understand whether the bold sentences are true or false. When they finish, ask them to exchange their answers with a partner. After that, elicit the answers and check them.

Answer Key:

1. My friend Wulf came from Frankfurt, Germany and his arrival was at 12.30 (F).

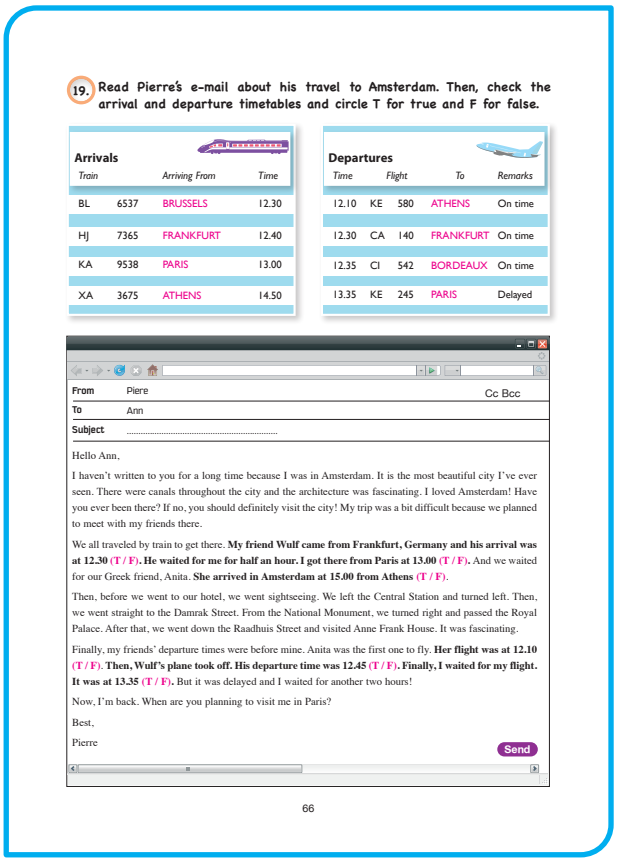
2. He waited for me for half an hour. I got there at 13.00 (F).

3. She arrived at Amsterdam at 15.00 from Athens (T).

4. Her flight was at 12.10 (T).

5. Then, Wulf's plane took off. His departure time was 12.45 (F).

6. It was at 13.35 (T).



19. Read Pierre's e-mail about his travel to Amsterdam. Then, check the arrival and departure timetables and circle T for true and F for false.

Arrivals

Train		Arriving From	Time
BL	6537	BRUSSELS	12.30
HJ	7365	FRANKFURT	12.40
KA	9538	PARIS	13.00
XA	3675	ATHENS	14.50

Departures

Time	Flight	To	Remarks
12.10	KE 580	ATHENS	On time
12.30	CA 140	FRANKFURT	On time
12.35	CI 542	BORDEAUX	On time
13.35	KE 245	PARIS	Delayed

From Piere Cc Bcc
To Ann
Subject .....

Hello Ann,

I haven't written to you for a long time because I was in Amsterdam. It is the most beautiful city I've ever seen. There were canals throughout the city and the architecture was fascinating. I loved Amsterdam! Have you ever been there? If no, you should definitely visit the city! My trip was a bit difficult because we planned to meet with my friends there.

We all traveled by train to get there. **My friend Wulf came from Frankfurt, Germany and his arrival was at 12.30 (T / F). He waited for me for half an hour. I got there from Paris at 13.00 (T / F).** And we waited for our Greek friend, Anita. **She arrived in Amsterdam at 15.00 from Athens (T / F).**

Then, before we went to our hotel, we went sightseeing. We left the Central Station and turned left. Then, we went straight to the Damrak Street. From the National Monument, we turned right and passed the Royal Palace. After that, we went down the Raadhuis Street and visited Anne Frank House. It was fascinating.

Finally, my friends' departure times were before mine. Anita was the first one to fly. **Her flight was at 12.10 (T / F). Then, Wulf's plane took off. His departure time was 12.45 (T / F). Finally, I waited for my flight. It was at 13.35 (T / F).** But it was delayed and I waited for another two hours!

Now, I'm back. When are you planning to visit me in Paris?

Best,

Pierre

Send

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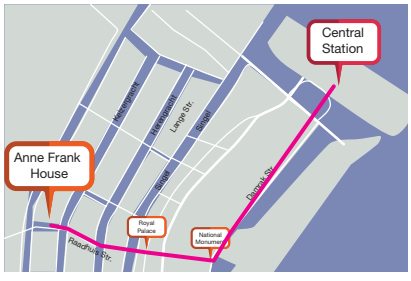
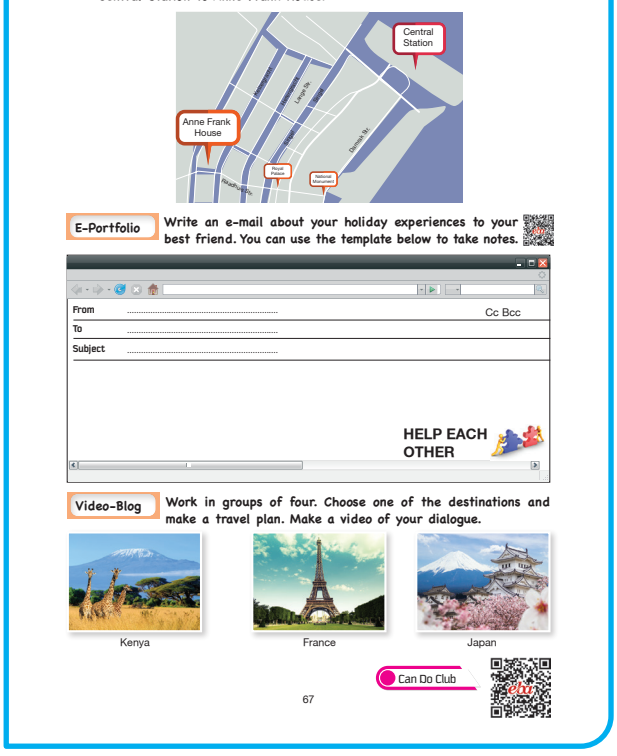
20. Read the e-mail again and draw Pierre and his friends' route from Central Station to Anne Frank House.

(R1)

Ask students to read the e-mail again in details and draw the route from Central Station to Anne Frank House. Remind them that they need to be careful with the directions Pierre gave. When they finish, ask them to check their maps with their peers. Then, show the correct route.

Answer Key:





20. Read the e-mail again and draw Pierre and his friends' route from Central Station to Anne Frank House.

E-Portfolio Write an e-mail about your holiday experiences to your best friend. You can use the template below to take notes.

From ..... Cc Bcc
To .....
Subject .....

HELP EACH OTHER

Video-Blog Work in groups of four. Choose one of the destinations and make a travel plan. Make a video of your dialogue.

Kenya

France

Japan

Can Do Club

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E-Portfolio

Write an e-mail about your holiday experiences to your best friend. You can use the template below to take notes.

(F1, W1)

E-portfolios and video blogs are designed to use technological tools efficiently in language acquisition since technology has become an important part of our lives and young learners are very good at using these tools. Therefore, it is important to integrate language learning with technology.

Ask students to write the e-mail on their blogs. If they don't have access to computer technologies, they can submit it in printed version.

Answer Key: ***Students' own answers***

HELP EACH OTHER

Tell your students to work in pairs and read their friend's e-mail to give them feedback by using the mini-rubric.

Video-Blog

Work in groups of four. Choose one of the destinations and make a travel plan. Make a video of your dialogue.

(F2, S1, S3, S4)

As mentioned above, the use of technology works as an effective tool in consolidating skills practiced. As a result, it is a beneficial alternative for learners to practice and recycle the skills they have learned.

CAN DO CLUB

Can Do Club parts contain statements for students to check how much they have acquired. Have your students go to page 128 and fill in the table.

NOTES

THEME 5 ATTENTION ANSWER KEY

1. Answer the following questions.

Students' own answers

2. Put the sentences in the correct order and write questions for them.

1. Q: Has she ever been abroad?
   A: No, she has never been abroad.
2. Q: Has Gloria (just) finished her homework?
   A: Yes, Gloria has just finished her homework.
3. Q: Have your teachers (already) taught you this week's lessons?
   A: Yes, our teachers have already taught us this week's lessons.
4. Q: Has he (just) tried on new clothes?
   A: Yes, he has just tried on new clothes.
5. Q: Have you painted the room yet?
   A: No, we haven't painted the room yet.

3. Read the following sentences and underline the correct alternative.

1. have just baked
2. tidied
3. Have you ever been
4. hasn't called
5. read

4. Complete the dialogues with the phrases and words from the box.

1. How can I go to the library
2. Pardon
3. By the way
4. are you

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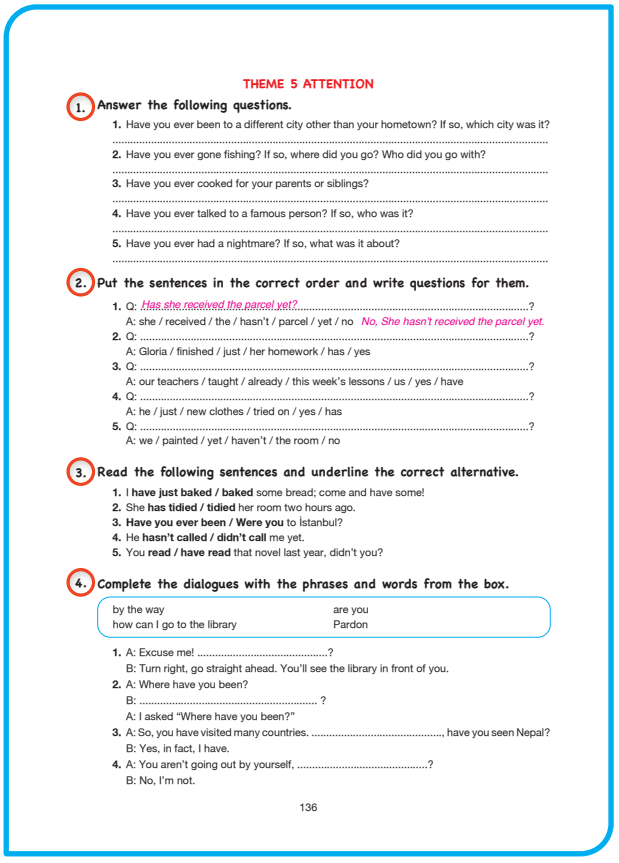

THEME 5 ATTENTION

1. Answer the following questions.

1. Have you ever been to a different city other than your hometown? If so, which city was it?
.....
2. Have you ever gone fishing? If so, where did you go? Who did you go with?
.....
3. Have you ever cooked for your parents or siblings?
.....
4. Have you ever talked to a famous person? If so, who was it?
.....
5. Have you ever had a nightmare? If so, what was it about?
.....

2. Put the sentences in the correct order and write questions for them.

1. Q: Has she received the parcel yet?.....?
   A: she / received / the / hasn't / parcel / yet / no No, She hasn't received the parcel yet.
2. Q: .....?
   A: Gloria / finished / just / her homework / has / yes
3. Q: .....?
   A: our teachers / taught / already / this week's lessons / us / yes / have
4. Q: .....?
   A: he / just / new clothes / tried on / yes / has
5. Q: .....?
   A: we / painted / yet / haven't / the room / no

3. Read the following sentences and underline the correct alternative.

1. I **have just baked / baked** some bread; come and have some!
2. She **has tidied / tidied** her room two hours ago.
3. **Have you ever been / Were you** to İstanbul?
4. He **hasn't called / didn't call** me yet.
5. You **read / have read** that novel last year, didn't you?

4. Complete the dialogues with the phrases and words from the box.

by the way	are you
how can I go to the library	Pardon

1. A: Excuse me! .....?
   B: Turn right, go straight ahead. You'll see the library in front of you.
2. A: Where have you been?
   B: ..... ?
   A: I asked "Where have you been?"
3. A: So, you have visited many countries. ....., have you seen Nepal?
   B: Yes, in fact, I have.
4. A: You aren't going out by yourself, ...?
   B: No, I'm not.

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THEME 5 WORKBOOK

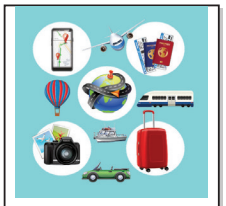
1. Answer the questions.

Student's own answers

a. Have you ever traveled to foreign countries? If yes, which countries did you go to?
b. Have you ever been on a camping holiday? Did you like it?
c. Which cities have you visited in Türkiye? What did you like most about these cities?

2. Look at the vacation posters. What kind of activities can you do in each vacation?

We can see many different places.



We can have fun with our family.

We can see wild animals.

We can ski.

3. Work with a partner. One of you is a hotel receptionist and the other is a customer. Make a hotel reservation using the following words / phrases from the box.

- check out
- make a reservation
- double room
- I'd like to book a room
- cash
- check in

I'd like to book a room, please.
Tomorrow.
Single room.
Of course.When will you check in?
Would you like a single or a double room?
OK. See you.

4. Do the mini-test and compare your answers with your partner.

What Kind of a Traveler are You?

Q1. Have you ever traveled by yourself?
1. Yes, I'm open to any kind of travel experience.
2. Yes, and it was wonderful.
3. Yes, I wanted to spend time alone.
4. No, vacations are fun when you're with other people.

Student's own answers

Q2. What's your favorite time of year to travel?
1. Special holidays because I spend time with my family.
2. Summer because I love outdoor activities like playing football, and swimming.
3. Winter because I like spending time indoors.
4. I have no favorite time. I go on a holiday when I want to.

Q3. What services should hotels have?
1. I just need a place to sleep; that's all.
2. I need all the luxury in a room like expensive furniture.
3. A quiet area for relaxation.
4. Lots of activities and programs to participate in.

How to interpret your score: Now, add up the numbers you choose and check.

1-4 An Active Traveler! You love adventure! You aren't afraid of difficulties.
5-8 A Cozy Traveler! You like to feel like at home when you travel and you want to be with people.
9-12 A Curious Traveler! You feel comfortable everywhere because traveling is a way of learning about new cultures, places, and people for you.

5. Read an excerpt from a blog below and underline the correct form of the verbs.

WORLD'S ONE OF THE YOUNGEST TRAVELERS!

I'm Lee Abbamonte and I'm the youngest American to visit every country in the world. I am 45 years old. I **visit / have visited** 208 countries and I **have appeared / am appearing** on many TV channels like Travel Channel, ARD, SBT, and BBC. I **used to work / have worked** at Wall Street in the past, but now I am only traveling.

Here are some of the interesting things I **have done / did** so far:
- I **was climbing / have climbed** Mt. Kilimanjaro.
- I **have bungee jumped / bungee jump** in Tanzania.
- I **was playing / have played** golf in Afghanistan.

There are 208 countries in the world and in the future I **am going to visit / visit** all of them. This is my dream and right now I **work / am working** on it!

6. Work in pairs. One of you is a famous traveler and the other is a reporter in a travel magazine. Prepare an interview and role-play it in class.

Interviewer: How many countries have you been to?
Traveler: I've been to 57 countries.

Student's own answers

7. Find another famous traveler and write about her / his travels in a paragraph. You can use the model in exercise 5.

Student's own answers

THEME 6

HELPFUL TIPS

FUNCTIONS (F)

F1 Giving and receiving advice

F2 Talking about rules and regulations

F3 Talking about consequences

SKILLS

Listening (L)

L1 Students will be able to analyze the situation and the phrases related to giving and receiving advice.

Pronunciation (P)

P1 Students will be able to practice intonation in advice structures.

Speaking (S)

S1 Students will be able to talk about the consequences of wasting energy sources.

S2 Students will be able to talk about household chores they are responsible for.

Reading (R)

R1 Students will be able to identify the advice, rules and regulations in a text.

R2 Students will be able to make use of contextual clues to infer the possible consequences about helpful tips.

Writing (W)

W1 Students will be able to write a paragraph about possible consequences when they don't obey the rules.

W2 Students will be able to write an advice letter about youth problems.

Warm up

Pretend that you feel ill when you first enter the class. Tell your students that you have been to a new restaurant and eaten some new dishes for the first time. Then, describe one of the dish: It was a strange soup. There were some unfamiliar ingredients in it and it smelled totally different from the familiar soups. After that, tell them that you feel really ill and you have a terrible stomachache. Ask for advice. You may write some of their advice on the board and then, discuss the effectiveness of them.

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1. Are you good at giving and receiving advice about life? Explain.

Ask your students to answer the question in pairs first. Then, elicit the answers and their explanations. You may provide students opportunity to give examples.

Answer Key: ***Students' own answers***

2. What is the best piece of advice you have ever given and received so far? What happened then?

(F1, F3)

Ask your students to discuss the question in groups first. Then, elicit the answers. You may also ask for their experiences and what happened as a consequence.

Answer Key: ***Students' own answers***

3. Read the following situations. Write at least one piece of advice for each. Then, compare your answers with your partners.

(F1)

Tell students to read each given situation and write some advice for each. Monitor them as they do the task individually and do not interfere unless they need help. After they finish, ask them to share their advice with the rest of the class.

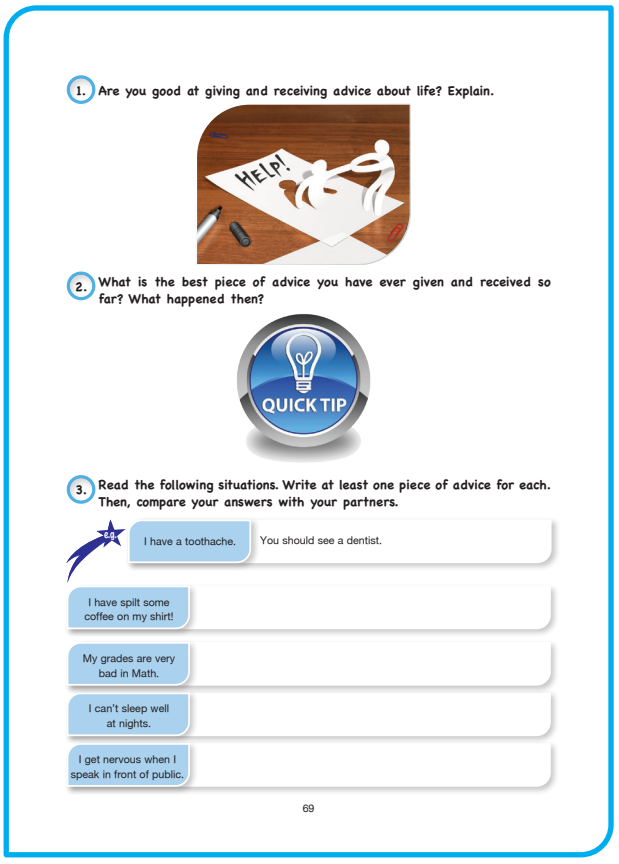
Suggested Answers:

You should wipe it with lemon juice.

You should study hard.

You should drink milk before going to bed.

You should practice speaking in front of friends and family.


1. Are you good at giving and receiving advice about life? Explain.

2. What is the best piece of advice you have ever given and received so far? What happened then?

3. Read the following situations. Write at least one piece of advice for each. Then, compare your answers with your partners.

e.g. I have a toothache. You should see a dentist.

I have spilt some coffee on my shirt!

My grades are very bad in Math.

I can't sleep well at nights.

I get nervous when I speak in front of public.

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4. Listen to five situations and match them with the pictures below.

(F1, F3, L1)

Tell students that they will listen to five different situations. First, let them look at the pictures. Then, play the recording once and elicit answers from the students.

Tapescript 28

Situation 1

Girl: Oh, my God! I spilt some tea on my skirt. What can I do now?

Friend: Don't worry! You can remove a stain with baking soda.

Girl: Really? But, where can I get baking soda? We're at work!

Friend: You're right. I think we should wait until lunch break. Then, I can go and get some from the store.

Girl: OK, I guess I should wait till then.

Situation 2

Mother: Fatih, where are you?

Fatih: I'm in my room, mom.

Mother: I am cleaning the house and I can't lift some furniture. Could you please give me a hand?

Fatih: Of course. I'm coming. You shouldn't lift any furniture on your own, mom. It's dangerous.

Mother: You're right. Thank you. And after that, can you buy some detergent and toothpaste from the store?

Fatih: OK, I'll do it after I lift this.

Situation 3

Customer: Excuse me, can you tell me where I can buy some ink for my printer?

Shop Assistant: Well, we don't sell ink, but the store across the street does. You can ask them if you like.

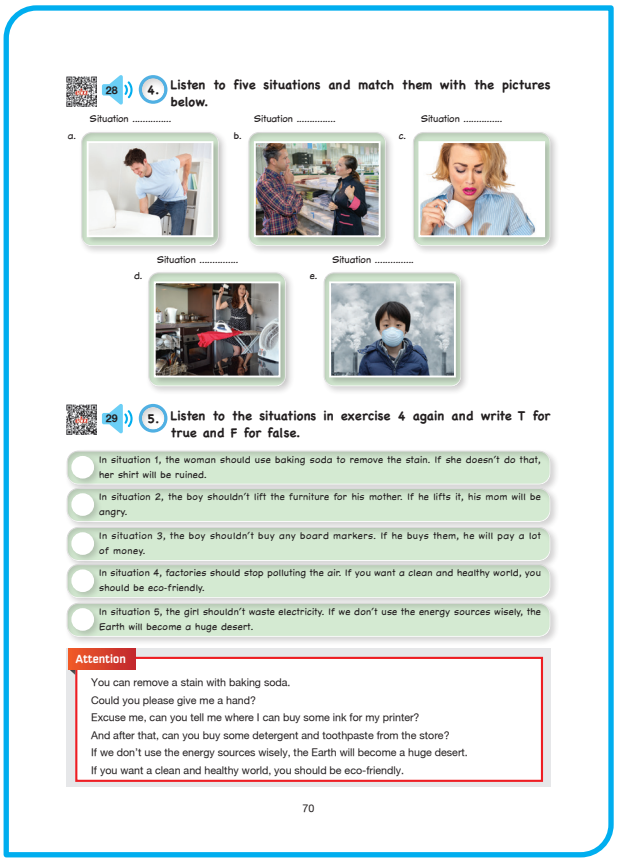
Customer: Thank you. One more thing, how much are those board markers over there?

Shop Assistant: Those ones? They're on sale. In my opinion, you should definitely buy them. They are only 5 liras.

Customer: Wow, that's a bargain! Wrap them up, please!

Shop Assistant: OK. Anything else?

Customer: No, thank you.



28 4. Listen to five situations and match them with the pictures below.

Situation ..... Situation ..... Situation .....

a. b. c.

Situation ..... Situation .....

d. e.

29 5. Listen to the situations in exercise 4 again and write T for true and F for false.

In situation 1, the woman should use baking soda to remove the stain. If she doesn't do that, her shirt will be ruined.

In situation 2, the boy shouldn't lift the furniture for his mother. If he lifts it, his mom will be angry.

In situation 3, the boy shouldn't buy any board markers. If he buys them, he will pay a lot of money.

In situation 4, factories should stop polluting the air. If you want a clean and healthy world, you should be eco-friendly.

In situation 5, the girl shouldn't waste electricity. If we don't use the energy sources wisely, the Earth will become a huge desert.

Attention

You can remove a stain with baking soda.
Could you please give me a hand?
Excuse me, can you tell me where I can buy some ink for my printer?
And after that, can you buy some detergent and toothpaste from the store?
If we don't use the energy sources wisely, the Earth will become a huge desert.
If you want a clean and healthy world, you should be eco-friendly.

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Situation 4

Young Boy: Oh, my God! Look at the sky! It's all gray because of the smoke coming from the factories. It's terrible for our health.

Young Girl: You're right. I think governments should do something about these factories. They should have strict rules about polluting the air.

Young Boy: That's true! If they don't do something, the air we breathe will all be poisonous.

Situation 5

Father: Jane! What are you doing? You're using all the electricity in the house!

Daughter: But, father I am doing a lot of chores here. You shouldn't worry about money now.

Father: I don't worry about money, dear. These are our energy sources and we should all be careful when we are using them.

Daughter: But, why?

Father: Why? Are you serious? Our energy sources aren't limitless. That's why! We shouldn't waste energy sources more than we need.

Answer Key:

Situation 1: 3rd picture (c)

Situation 2: 1st picture (a)

Situation 3: 2nd picture (b)

Situation 4: 5th picture (e)

Situation 5: 4th picture (d)

5. Listen to the situations in exercise 4 again and write T for true and F for false.

(F1, F3, L1)

Tell students that they are going to listen to the situations again. Make sure that they read the given sentences and tell them to focus on whether they are true or not when they are listening. Play the recording once and elicit answers from the students.

Tapescript 29

It is the same as Tapescript 28.

Answer Key: ***1. T, 2. F, 3. F, 4. T, 5. T***

ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 137 and do the exercises.

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IDIOM / PROVERB OF THE WEEK

Remind students what an idiom / proverb is and ask them to discuss the meaning of this idiom and ask them to think about situations in which they can use this idiom such as “When do you give someone a hand?”

IDIOM / PROVERB OF THE WEEK

give someone a hand : help someone

6. **Read the sentences aloud with the correct intonation.**

a. Do you think governments should do something about these factories?

b. In my opinion, you should definitely buy them.

c. What should I do?

d. You shouldn't lift any furniture on your own, mom.

30 **7.** **Now, listen and check your answers in exercise 6 with your partner.**

8. **Work in pairs. Look at the photos and talk about the consequences of wasting energy sources. Then, share your answers with the rest of the class.**

The water has dried up in that area. If we don't have water, we won't produce electricity.

The use of natural gas has increased dramatically.
If .....

We are wasting more and more oil every day.
If .....

People have destroyed many forests around the world.
If .....

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6. Read the sentences aloud with the correct intonation.

(P1)

Before this activity, remind students of the pronunciation exercises on intonation that they did in previous themes. Then, teach the intonation rule for advice structures. The information is below.

INTONATION IN ADVICE STRUCTURE

There are no certain rules for the topic advice. The intonation rules remain the same: in wh-questions, intonation falls and in statements, intonation rises.

After teaching the rules, you can tell your students to pay attention to the underlined words when they are reading the sentences.

Answer Key:

Rising ↗

a. Do you think governments should do something about these factories?

c. What should I do?

Falling ↘

b. In my opinion, you should definitely buy them.

d. You shouldn't lift any furniture on your own, mom.

Tapescript 30

a. Do you think governments should do something about these factories?

b. In my opinion, you should definitely buy them.

c. What should I do?

d. You shouldn't lift any furniture on your own, mom.

7. Now, listen and check your answers in exercise 6 with your partner.

(P1)

After you have recycled rising and falling intonation, play the recording twice without any interruption. Then, ask students to check their answers with their partners. Finally, check the answers with the class.

Answer Key:

Rising ↗

a. Do you think governments should do something about these factories?

c. What should I do?

Falling ↘

b. In my opinion, you should definitely buy them.

d. You shouldn't lift any furniture on your own, mom.

8. Work in pairs. Look at the photos and talk about the consequences of wasting energy sources. Then, share your answers with the rest of the class.

(F3, S1)

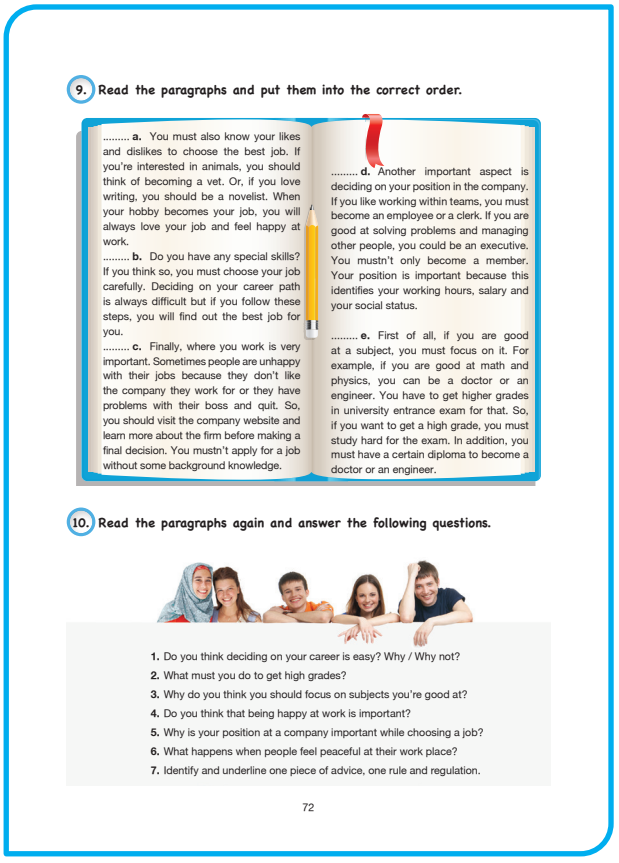
Tell students to work in pairs and think about the consequences of the following actions stated in pictures and discuss them. Once they finish, you may want to hear some of the groups' ideas and see if the rest of the class agrees with them or not. This might enable to set a fruitful and independent discussion environment for students.

Suggested Answers:

1. If we don't use natural gas wisely, we won't be able to heat our homes.

2. If we use all the oil, we won't be able to drive cars that work with gasoline.

3. If we cut down all the trees, we risk global warming.



9. Read the paragraphs and put them into the correct order.

..... **a.** You must also know your likes and dislikes to choose the best job. If you're interested in animals, you should think of becoming a vet. Or, if you love writing, you should be a novelist. When your hobby becomes your job, you will always love your job and feel happy at work.

..... **b.** Do you have any special skills? If you think so, you must choose your job carefully. Deciding on your career path is always difficult but if you follow these steps, you will find out the best job for you.

..... **c.** Finally, where you work is very important. Sometimes people are unhappy with their jobs because they don't like the company they work for or they have problems with their boss and quit. So, you should visit the company website and learn more about the firm before making a final decision. You mustn't apply for a job without some background knowledge.

..... **d.** Another important aspect is deciding on your position in the company. If you like working within teams, you must become an employee or a clerk. If you are good at solving problems and managing other people, you could be an executive. You mustn't only become a member. Your position is important because this identifies your working hours, salary and your social status.

..... **e.** First of all, if you are good at a subject, you must focus on it. For example, if you are good at math and physics, you can be a doctor or an engineer. You have to get higher grades in university entrance exam for that. So, if you want to get a high grade, you must study hard for the exam. In addition, you must have a certain diploma to become a doctor or an engineer.

10. Read the paragraphs again and answer the following questions.

1. Do you think deciding on your career is easy? Why / Why not?
2. What must you do to get high grades?
3. Why do you think you should focus on subjects you're good at?
4. Do you think that being happy at work is important?
5. Why is your position at a company important while choosing a job?
6. What happens when people feel peaceful at their work place?
7. Identify and underline one piece of advice, one rule and regulation.

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9. Read the paragraphs and put them into the correct order.

(F1, R1)

Tell students to read the following paragraphs about advice, rules and regulations and put them in the correct order. Remind them to pay attention to the sequence of events and do the activity accordingly. Make sure students work individually and nominate students to check the answers together.

Answer Key: ***1. b, 2. e, 3. a, 4. d, 5. c***

Answer Key:

1. Students' own answers

2. You must study hard.

3. Suggested answer: You have more chances to be successful at the university exam if you focus on your good subjects.

4. Students' own answers

5. Because this identifies your working hours, salary and your social status.

6. Suggested answer: People don't want to leave their work place and work there for a long time.

7. Suggested answers:

Advice: If you love writing, you should be a novelist.

Rule and regulation: You must have a certain diploma to become a doctor.

10. Read the paragraphs again and answer the following questions.

(F1, R1, R2)

Tell students to read the text again individually and answer the following questions. Ask them to exchange their answers with their partners and discuss their ideas.

11. Now, work in pairs and talk about school rules and regulations.

(F2)

Tell students to work in pairs to discuss school rules and regulations. Once they finish, elicit answers from each pair. If you like, you might ask students to form a rules and regulations list for your classroom, which might encourage to develop their sense of auto-control and responsibility.

Answer Key: ***Students' own answers***

11. Now, work in pairs and talk about school rules and regulations.

You must be punctual.
You mustn't cheat in exams.
You should be respectful.

12. Read the following situations and write at least two pieces of advice for each situation. Then, share your advice with your partner.

Situation 1
I am working at a big company as an executive. I haven't had a vacation in five years with my family. I miss my family and I also feel very tired every day. Help me!

Situation 2
My children never do any household chores. I always ask them to do, but they say they are too busy with schoolwork. I can't do everything on my own. Nobody gives me a hand. What should I do?

Situation 3
My son doesn't understand the importance of saving water. He is wasting a lot of water while he is brushing his teeth or helping me with doing the dishes. Also, he throws away water if he doesn't want to drink it. How can I make him understand the importance of water for the environment?

Situation 4
I feel very sorry because my parents decided to move to a new city. I have lived here all my life and I have had the same friends since I was born. My friends and I are like family and I don't know what to do without them in the new city!

13. Match the values with the situations in exercise 11 and discuss how important they are for these people.

Values	Situation	Their Importance
Friendship		
Responsibility		
Family		
Awareness for the environment		

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12. Read the following situations and write at least two pieces of advice for each situation. Then, share your advice with your partner.

(F1, R1, S1)

Tell your students to read the following situations carefully to identify the problem in details. Then, ask them to write down possible advice for each situation. Allow them to use dictionaries so that they can learn and practice new vocabulary. Monitor them while they are doing the task individually. When they are done, ask them to share their advice with their partners. Finally, you may ask them to share the best advice with the rest of the class.

Suggested Answers:

Situation 1: You should take a break.

Situation 2: You should share household chores with your children.

Situation 3: You should make him watch documentaries about the environment.

Situation 4: You should keep in touch with them through different social media platforms.

13. Match the values with the situations in exercise 11 and discuss how important they are for these people.

(F1, F2, F3)

Ask students to work in groups and discuss about the values and the importance of each value. Remind them that they are expected to clarify what they say about the values and support their ideas with examples. Monitor them during the activity. Finally, elicit the answers.

Answer Key:

Friendship: Situation 4

Responsibility: Situation 2

Family: Situation 1

Awareness for the environment: Situation 3

Their Importance: Students' own answers

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14. Match the household chores with the pictures and make sentences as in the example. Then, discuss: Which household chores are you responsible for doing at home?

(F2, S2)

Tell students to look at the pictures first and ask them to describe each picture. Then, ask whether they know the meanings of the words in the middle column. Allow them to use their dictionaries if they hesitate. Then, tell them to match the pictures with the household chores. Provide enough time and nominate the students to elicit the answers.

Answer Key:

1. You must clean the windows.
2. You must iron the clothes.
3. You must clean the toilet.
4. You must wash the clothes.
5. You must do the washing-up.
6. You must vacuum.
7. You must wipe the floor.
8. You must do the dusting.
9. You must water the plants.
10. You must take out the trash.

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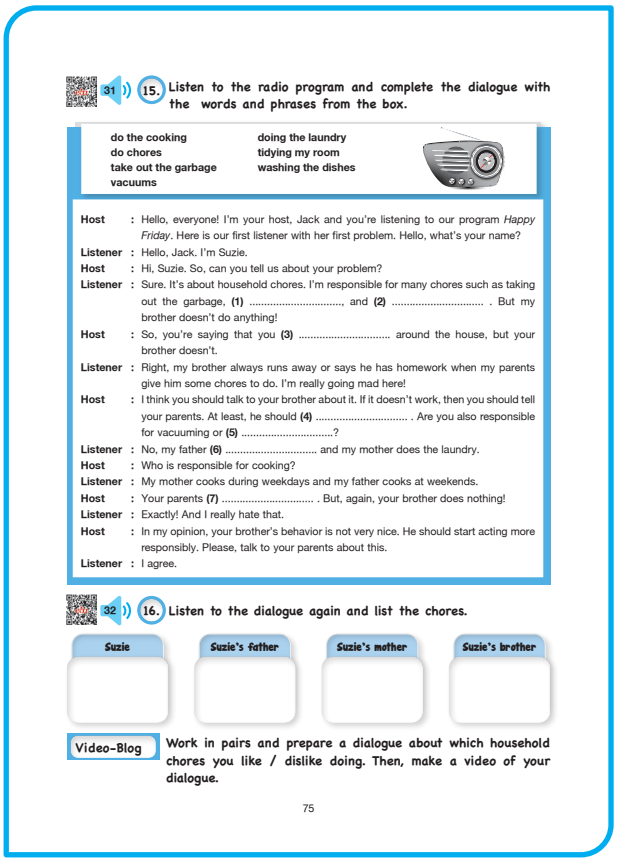
15. Listen to the radio program and complete the dialogue with the words and phrases from the box.

(F1, F2, F3, L1)

Tell students that they are going to listen to a radio program about household chores. First, tell them to read the dialogue. Allow them to use dictionaries if they need to check vocabulary about household chores. Then, ask the students to complete the dialogue with the given words or phrases in the box while listening. After that, play the recording once. When they finish, ask them to exchange their answers with a partner. Then, elicit the answers.



31 15. Listen to the radio program and complete the dialogue with the words and phrases from the box.

do the cooking
do chores
take out the garbage
vacuums
doing the laundry
tidying my room
washing the dishes

Host : Hello, everyone! I'm your host, Jack and you're listening to our program *Happy Friday*. Here is our first listener with her first problem. Hello, what's your name?
Listener : Hello, Jack. I'm Suzie.
Host : Hi, Suzie. So, can you tell us about your problem?
Listener : Sure. It's about household chores. I'm responsible for many chores such as taking out the garbage, **(1)** ....., and **(2)** ..... . But my brother doesn't do anything!
Host : So, you're saying that you **(3)** ..... around the house, but your brother doesn't.
Listener : Right, my brother always runs away or says he has homework when my parents give him some chores to do. I'm really going mad here!
Host : I think you should talk to your brother about it. If it doesn't work, then you should tell your parents. At least, he should **(4)** ..... . Are you also responsible for vacuuming or **(5)** .....?
Listener : No, my father **(6)** ..... and my mother does the laundry.
Host : Who is responsible for cooking?
Listener : My mother cooks during weekdays and my father cooks at weekends.
Host : Your parents **(7)** ..... . But, again, your brother does nothing!
Listener : Exactly! And I really hate that.
Host : In my opinion, your brother's behavior is not very nice. He should start acting more responsibly. Please, talk to your parents about this.
Listener : I agree.

32 16. Listen to the dialogue again and list the chores.

Suzie	Suzie's father	Suzie's mother	Suzie's brother

Video-Blog Work in pairs and prepare a dialogue about which household chores you like / dislike doing. Then, make a video of your dialogue.

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Tapescript 31

Host: Hello, everyone! I'm your host, Jack and you're listening to our program Happy Friday. Here is our first listener with her first problem. Hello, what's your name?

Listener: Hello, Jack. I'm Suzie.

Host: Hi, Suzie. So, can you tell us about your problem?

Listener: Sure. It's about household chores. I'm responsible for many chores such as taking out the garbage, washing the dishes, and tidying my room. But my brother doesn't do anything!

Host: So, you're saying that you do chores around the house, but your brother doesn't.

Listener: Right, my brother always runs away or says he has homework when my parents give him some chores to do. I'm really going mad here!

Host: I think you should talk to your brother about it. If it doesn't work, then you should tell your parents. At least, he should take out the garbage. Are you also responsible for vacuuming or doing the laundry?

Listener: No, my father vacuums and my mother does the laundry.

Host: Who is responsible for cooking?

Listener: My mother cooks during weekdays and my father cooks at the weekends.

Host: Your parents do the cooking. But, again, your brother does nothing!

Listener: Exactly! And I really hate that.

Host: In my opinion, your brother's behavior is not very nice. He should start acting more responsibly. Please, talk to your parents about this.

Listener: I agree.

Answer Key:

1. washing the dishes
2. tidying my room
3. do chores
4. take out the garbage
5. doing the laundry
6. vacuums
7. do the cooking

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16. Listen to the dialogue again and list the chores.

(L1)

Tell the students that they are going to listen to the radio program again and this time, ask them to make a list of the chores each person is responsible for. Play the recording once. When they finish, ask them to check their answers with a partner. Then, elicit the answers.

Tapescript 32

It is the same as Tapescript 31.

Answer Key:

Suzie: taking out the garbage, washing the dishes, and tidying her room.

Suzie's father: vacuums, cooking

Suzie's mother: do the laundry, cooking

Suzie's brother: nothing

Video-Blog

Work in pairs and prepare a dialogue about which household chores you like / dislike doing. Then, make a video of your dialogue.

(F2, S2)

Tell your students to work in pairs and prepare a dialogue about the household chores they like or dislike doing. Make sure that they talk about the chores they are responsible for, too. Also tell them to mention the reasons in their dialogue. Finally, ask them to make a video of themselves doing the dialogue.

Answer Key: ***Students' own answers***

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17. Work in pairs. One of you is the big sister / brother and the other is the young brother / sister. The big sister / brother talks about rules and regulations for the young brother / sister. Write a dialogue and act it out in the class.

(F2, F3, S2)

Tell your students to work in pairs and prepare a dialogue about rules and regulations. Give examples like "You must help your parents at home." and "You mustn't be late to school." Finally, ask them to act it out in class.

***Answer Key:* Students' own answers**

18. Discussion Time

(F1, F3)

Remind students the purpose of this section and ask them to think about these questions first individually and then, discuss their answers with their partners. Finally, ask students to share their opinions with the class.

***Answer Key:* Students' own answers**

19. Read the letter and insert the missing words.

(F1)

Tell students to read the following text and complete the missing information with the vocabulary given. Remind them to pay attention to the sequence of events and do the activity accordingly. Make sure students work individually and nominate students to check the answers together.

Answer Key:

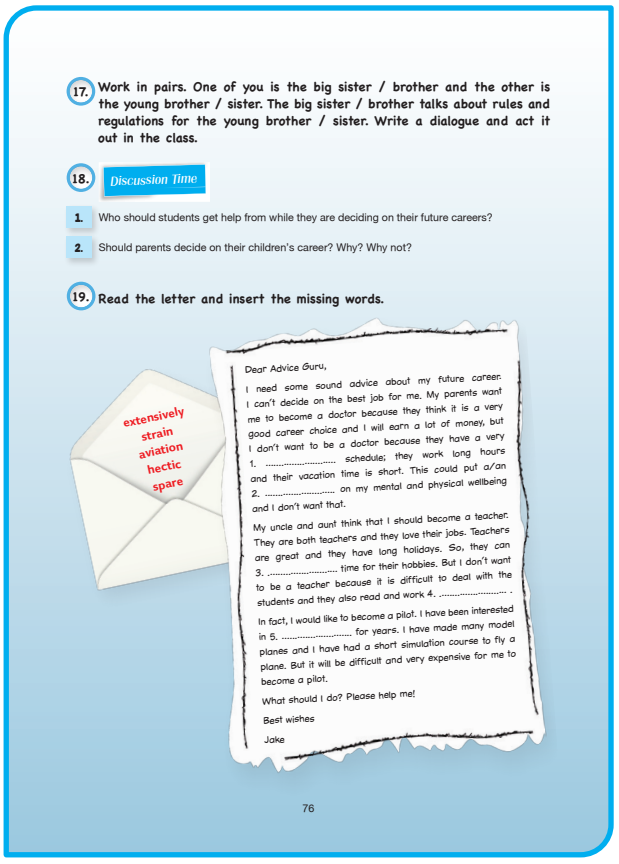
1. hectic

2. strain

3. spare

4. extensively

5. aviation



17. Work in pairs. One of you is the big sister / brother and the other is the young brother / sister. The big sister / brother talks about rules and regulations for the young brother / sister. Write a dialogue and act it out in the class.

18. Discussion Time

1. Who should students get help from while they are deciding on their future careers?
2. Should parents decide on their children's career? Why? Why not?

19. Read the letter and insert the missing words.

extensively
strain
aviation
hectic
spare

Dear Advice Guru,

I need some sound advice about my future career. I can't decide on the best job for me. My parents want me to become a doctor because they think it is a very good career choice and I will earn a lot of money, but I don't want to be a doctor because they have a very 1. ..... schedule; they work long hours and their vacation time is short. This could put a/an 2. ..... on my mental and physical wellbeing and I don't want that.

My uncle and aunt think that I should become a teacher. They are both teachers and they love their jobs. Teachers are great and they have long holidays. So, they can 3. ..... time for their hobbies. But I don't want to be a teacher because it is difficult to deal with the students and they also read and work 4. ..... .

In fact, I would like to become a pilot. I have been interested in 5. ..... for years. I have made many model planes and I have had a short simulation course to fly a plane. But it will be difficult and very expensive for me to become a pilot.

What should I do? Please help me!

Best wishes

Jake

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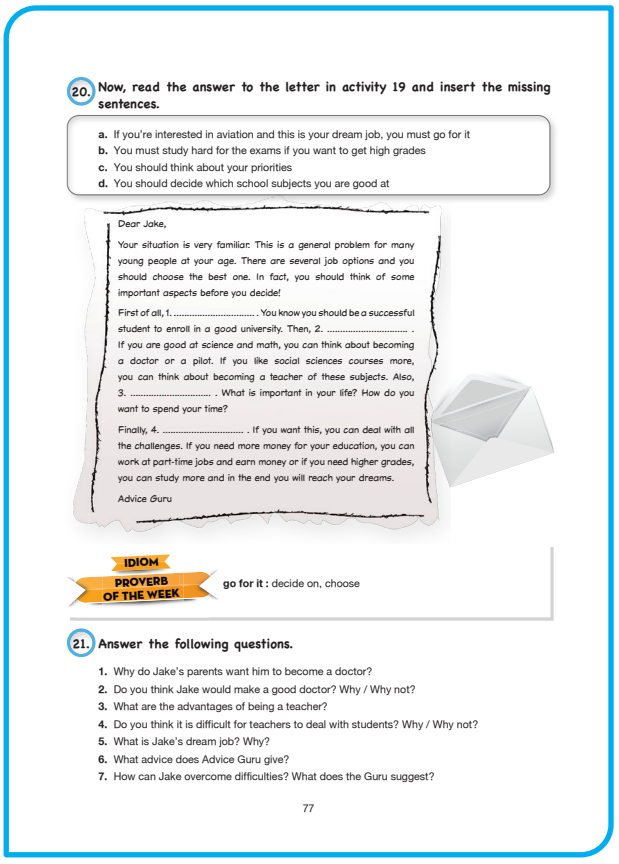
20. Now, read the answer to the letter in activity 19 and insert the missing sentences.

(F1, F3, R2)

Tell students to read the following text and complete the missing information with the sentences given. Remind them to read the text carefully to understand the sentences completely and do the activity accordingly. Make sure students work individually and nominate students to check the answers together.

Answer Key: ***1. b, 2. d, 3. c, 4. a***



20. Now, read the answer to the letter in activity 19 and insert the missing sentences.

a. If you're interested in aviation and this is your dream job, you must go for it
b. You must study hard for the exams if you want to get high grades
c. You should think about your priorities
d. You should decide which school subjects you are good at

Dear Jake,

Your situation is very familiar. This is a general problem for many young people at your age. There are several job options and you should choose the best one. In fact, you should think of some important aspects before you decide!

First of all, 1. ..... . You know you should be a successful student to enroll in a good university. Then, 2. ..... . If you are good at science and math, you can think about becoming a doctor or a pilot. If you like social sciences courses more, you can think about becoming a teacher of these subjects. Also, 3. ..... . What is important in your life? How do you want to spend your time?

Finally, 4. ..... . If you want this, you can deal with all the challenges. If you need more money for your education, you can work at part-time jobs and earn money or if you need higher grades, you can study more and in the end you will reach your dreams.

Advice Guru

IDIOM / PROVERB OF THE WEEK

go for it : decide on, choose

21. Answer the following questions.

1. Why do Jake's parents want him to become a doctor?
2. Do you think Jake would make a good doctor? Why / Why not?
3. What are the advantages of being a teacher?
4. Do you think it is difficult for teachers to deal with students? Why / Why not?
5. What is Jake's dream job? Why?
6. What advice does Advice Guru give?
7. How can Jake overcome difficulties? What does the Guru suggest?

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IDIOM / PROVERB OF THE WEEK

Remind students what an idiom / proverb is and ask them to discuss the meaning of this idiom and ask them to think about situations in which they can use this idiom such as "When should people go for something?"

21. Answer the following questions.

(F1, F3, R2)

Ask students to answer the following questions based on the information in the text they have just read. Tell them to work in pairs and exchange their answers with other pairs to check when they are finished. Finally, check the answers with the rest of the class.

Answer Key:

1. Because they think it is a good career for everyone and he will earn a lot of money.

2. Students' own answers

3. They have holidays so they can enjoy spending time on anything they want.

4. Students' own answers

5. Jake's dream job is being a pilot because he is crazy about flying and he is interested in aviation for years.

6. He should think of some important aspects before he decides. (Students can list these aspects.)

7. He can work at part-time jobs to earn money. He can study more to get higher grades.

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E-Portfolio

Choose one of youth problems below and write a letter of advice helping the teenagers with the problem.

(F1, F3, W2)

E-portfolios and video blogs are designed to use technological tools efficiently in language acquisition since technology has become an important part of our lives and young learners are very good at using these tools. Therefore, it is important to integrate language learning with technology.

Ask students to write the letter on their blog. If they don't have access to computer technologies, they can submit it in printed version.

E-Portfolio Choose one of youth problems below and write a letter of advice helping the teenagers with the problem.

- Ayşe can't decide whether she should go abroad for college or stay in her country.
- Amir and his family moved to a new city. He will start a new high school and he doesn't know anybody and he wants to make friends.
- Hasan is worried about a friend who started smoking. He says he's only smoking when he's stressed, but Hasan knows people can get addicted to smoking easily. He needs help to change his friend's mind about smoking.

HELP EACH OTHER

22. Read the short story about what happened to Tariq and write a similar paragraph about possible consequences when you don't obey the rules.

A month ago, I had a terrible Monday at school and it was all my fault. At the weekend, instead of doing my homework, washing my uniform, and getting a haircut, I hung out with my friends playing video games till late at night. As a result, on Monday I was late to school because I barely slept. However, being late was not my only problem. I also forgot to wash my school uniform and get a haircut. So, I went to school in casual clothes, with my messy hair, and I was late! And the worst part was I got caught! Our principal saw me trying to go to class and called me in her room. She told me I disobeyed so many rules that as a punishment, I would stay at school after hours doing my homework for a week. I paid the price for not obeying the rules.

Attention

You should visit the company website and learn more about the firm before making a final decision.
If you are good at solving problems and managing other people, you could be an executive.
If you want to get a high grade, you must study hard for the exam.
If you need more money, you can work at part-time jobs.

Can Do Club

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HELP EACH OTHER

Tell your students to work in pairs and read their friend's letter to give them feedback by using the mini-rubric.

22. Read the short story about what happened to Tariq and write a similar paragraph about possible consequences when you don't obey the rules.

(F3, W1)

Ask students to read Tariq's situation and write a similar paragraph. Once they finish, tell them to share their paragraphs with the rest of the class.

Answer Key: ***Students' own answers***

ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 137 and do the exercises.

CAN DO CLUB

Can Do Club parts contain statements for students to check how much they have acquired. Have your students go to page 128 and fill in the table.

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THEME 6 ATTENTION ANSWER KEY

1. Put the following phrases under the correct headings.

ASKING FOR ADVICE

What should I do?

What do you suggest?

Do you think that I should ...

GIVING ADVICE

If I were you, I would ...

Maybe you should try ...

I think you should ...

2. Match the situations with other pieces of advice.

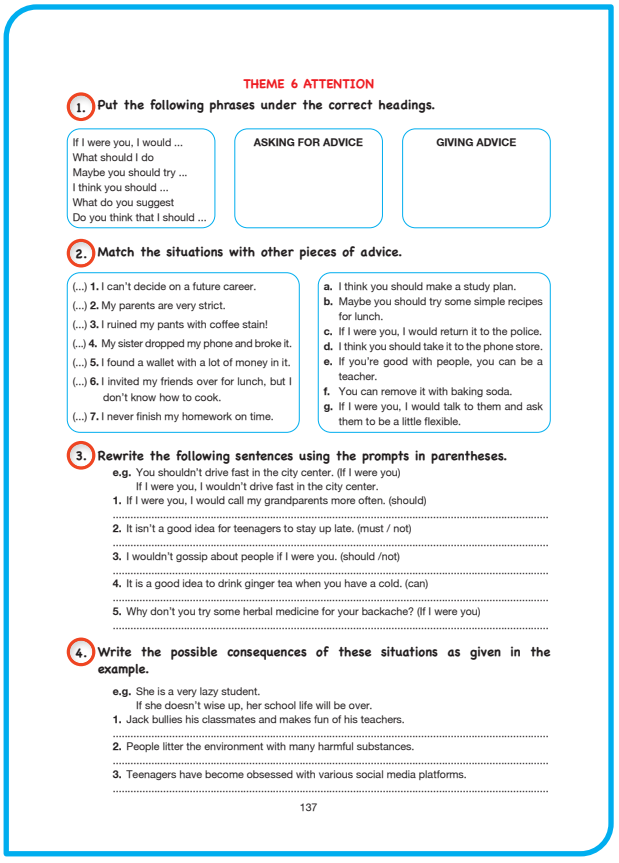
1. e
2. g
3. f
4. d
5. c
6. b
7. a

3. Rewrite the following sentences using the prompts in parentheses.

1. You should call your grandparents more often.
2. Teenagers mustn't stay up late.
3. You shouldn't talk behind people's back.
4. You can drink ginger tea when you have a cold.
5. If I were you, I would try some herbal medicine for my backache.

4. Write the possible consequences of these situations as given in the example.

1. If he continues bullying, he will lose his friends.
2. If people don't act responsibly, they will ruin the environment.
3. If teenagers don't get rid of these platforms, face-to-face communication will die out.



THEME 6 ATTENTION

1. Put the following phrases under the correct headings.

If I were you, I would ...
What should I do
Maybe you should try ...
I think you should ...
What do you suggest
Do you think that I should ...

ASKING FOR ADVICE

GIVING ADVICE

2. Match the situations with other pieces of advice.

(...) 1. I can't decide on a future career.
(...) 2. My parents are very strict.
(...) 3. I ruined my pants with coffee stain!
(...) 4. My sister dropped my phone and broke it.
(...) 5. I found a wallet with a lot of money in it.
(...) 6. I invited my friends over for lunch, but I don't know how to cook.
(...) 7. I never finish my homework on time.

a. I think you should make a study plan.
b. Maybe you should try some simple recipes for lunch.
c. If I were you, I would return it to the police.
d. I think you should take it to the phone store.
e. If you're good with people, you can be a teacher.
f. You can remove it with baking soda.
g. If I were you, I would talk to them and ask them to be a little flexible.

3. Rewrite the following sentences using the prompts in parentheses.

e.g. You shouldn't drive fast in the city center. (If I were you)
If I were you, I wouldn't drive fast in the city center.
1. If I were you, I would call my grandparents more often. (should)
2. It isn't a good idea for teenagers to stay up late. (must / not)
3. I wouldn't gossip about people if I were you. (should /not)
4. It is a good idea to drink ginger tea when you have a cold. (can)
5. Why don't you try some herbal medicine for your backache? (If I were you)

4. Write the possible consequences of these situations as given in the example.

e.g. She is a very lazy student.
If she doesn't wise up, her school life will be over.
1. Jack bullies his classmates and makes fun of his teachers.
2. People litter the environment with many harmful substances.
3. Teenagers have become obsessed with various social media platforms.

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NOTES

THEME 6 WORKBOOK

1. Look at the pictures and write suitable advice for each of them.

You should go to sleep or you shouldn't stay up late.

Suggested answer: You should wear safety glass in the laboratory.

Suggested answer: You shouldn't worry about food.

Suggested answer: You shouldn't take a lot of clothes with you.

Suggested answer: You should take some medicine.

2. Read people's future career plans and guess their dream jobs.

I will graduate from a science department and I will work in a laboratory. I will examine viruses and microbes and will try to cure illnesses.

Ayşe is going to be a/ an biologist .

I will work with trainers and exercise seven days a week. I won't be an academician. I am planning to enter many competitions in the coming Olympics. People in my country will be proud of me.

Turgut is going to be a / an athlete .

I am going to graduate from a social sciences department. Then, I will try to help people with their mental health problems. I want everyone to be healthy!

John is going to be a/ an psychologist .

I don't want to work with people, so I am planning to work with animals. I will go to a school like Medicine school, but I will not treat humans. I will treat animals.

Mary is going to be a/ an veterinarian .

3. Read the rules taken from a student contract and answer the following questions.

STUDENT CONTRACT

Students must come to class prepared to learn.
Students mustn't eat or drink in class.
Students mustn't do their homework with their parents. They have to do it by themselves.
Students mustn't leave the class before it ends.

I accept these rules.
Name and signature:

a. How must students come to class? Students must come to class prepared to learn. / ready to learn
b. What is the rule about eating in class? Students mustn't eat or drink in class.
c. What is the rule about parents? Students mustn't do their homework with their parents.
d. What mustn't students do during class? Students mustn't leave the class before it ends.

4. Read the following pieces of advice from a Career Advice Blog and match 1-5 with a-e to make full sentences.

(d) 1. You should wear formal clothes
(c) 2. If you like making important decisions
(b) 3. You shouldn't work in Human Resources
(e) 4. If you want to get into a good school
(a) 5. You should always be honest with your employees

a. if you want your workers to trust you.
b. if you think your social skills aren't strong.
c. you should be an executive.
d. if you're going to a job interview.
e. you must study really hard.

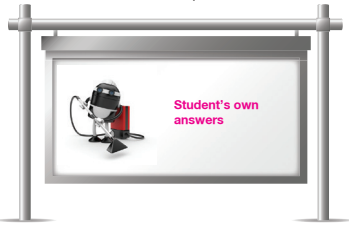
5. Look at the puzzle and find the hidden words and phrases about household chores. There are seven.

g	e	s	b	j	o	c	a	e	z	a	d	g	u	g	p	a
i	t	i	d	y	r	o	o	m	i	v	h	r	o	p	b	u
v	e	c	w	e	l	o	p	t	e	m	o	s	z	b	l	f
y	a	p	j	v	z	k	b	w	f	y	h	a	w	s	k	o
a	i	c	e	p	l	i	i	t	s	o	m	u	j	z	p	p
t	g	f	h	r	s	n	p	v	p	u	y	i	m	j	u	f
c	v	h	g	u	z	g	s	p	c	b	w	j	o	v	c	i
a	a	e	j	o	m	w	i	o	h	k	u	g	r	a	v	v
c	c	u	h	h	a	n	r	b	f	u	y	k	b	h	p	s
i	z	p	j	a	g	e	c	v	n	y	w	s	o	i	c	a
t	a	k	e	o	u	t	t	h	e	g	a	r	b	a	g	e
y	r	d	n	u	a	l	s	e	r	o	h	c	o	d	u	a

6. Imagine that you are a parent with two children. Which household chores would you give them? Write at least three household chores for your children to do.

Student's own answers

7. Work in pairs. Design a robot for household chores. Prepare an advertisement for it. Talk about its qualities.



Student's own answers

THEME 7

FOOD AND FESTIVALS

FUNCTIONS (F)

F1 Talking about national and international festivals

F2 Describing actions and processes

SKILLS

Listening (L)

L1 Students will be able to order the steps of a process given in a TV Show.

Pronunciation (P)

P1 Students will be able to practice the pronunciation of problematic words for Turkish learners of English (answer, determine, examine, whole, foreign, career, etc).

Speaking (S)

S1 Students will be able to take part in a dialogue about introducing national and international festivals.

S2 Students will be able to describe the steps of a process related to national and international festivals.

Reading (R)

R1 Students will be able to evaluate a text to classify various cuisines around the world.

R2 Students will be able to diagrammatize a text about different festivals all around the world.

Writing (W)

W1 Students will be able to write a process paragraph/blog about their favorite festival.

Warm up

Tell students to look at the title and the picture of the theme and ask them to brainstorm about what kind of topics they think will come up in this theme. Allocate 3 minutes for brainstorming and once they are finished, elicit answers from students individually. After that, start with the first activity of the theme.

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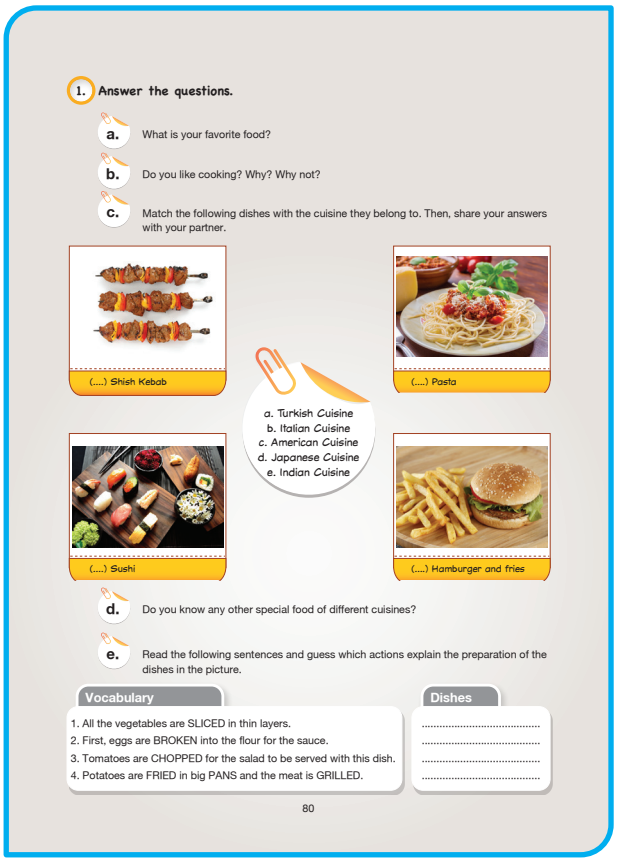
1. Answer the questions.

(F2)

Tell students to work in pairs and answer the following questions, sharing the reasons for part a and b. Then, ask about the dishes and want them to match the dishes with the cuisines. First, explain what cuisine means to clarify the task. Monitor them as they do the task with their friends and do not interfere unless they need help. After they finish, ask them to share their answers with the rest of the class. For part d, again ask the question and elicit answers. For the last vocabulary exercise, allow them to use dictionaries. They may work in pairs. After they finish, ask them to share their answers with the rest of the class.


1. Answer the questions.

a. What is your favorite food?

b. Do you like cooking? Why? Why not?

c. Match the following dishes with the cuisine they belong to. Then, share your answers with your partner.

(....) Shish Kebab

(....) Pasta

a. Turkish Cuisine
b. Italian Cuisine
c. American Cuisine
d. Japanese Cuisine
e. Indian Cuisine

(....) Sushi

(....) Hamburger and fries

d. Do you know any other special food of different cuisines?

e. Read the following sentences and guess which actions explain the preparation of the dishes in the picture.

Vocabulary

1. All the vegetables are SLICED in thin layers.
2. First, eggs are BROKEN into the flour for the sauce.
3. Tomatoes are CHOPPED for the salad to be served with this dish.
4. Potatoes are FRIED in big PANS and the meat is GRILLED.

Dishes

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Answer Key:

a. Students' own answers

b. Students' own answers

c. Shish Kebab: Turkish Cuisine

Pasta: Italian Cuisine

Sushi: Japanese Cuisine

Hamburger and fries: American Cuisine

d. Students' own answers

e. 1. Sushi

2. Pasta

3. Shish Kebab

4. Hamburger and fries

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2. Read the following steps of a recipe and complete the sentences with the words from the box. Then, describe the steps.

(F2)

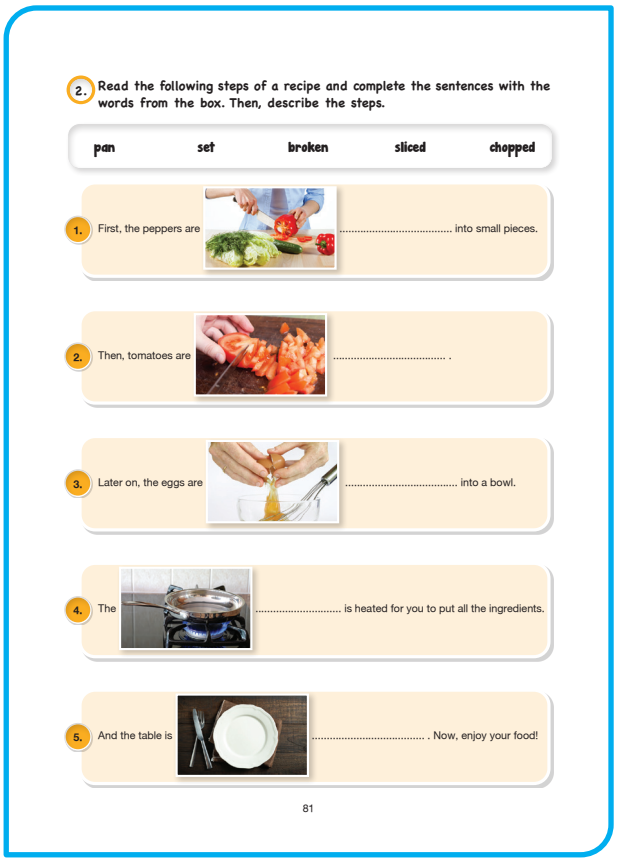
Tell students that they are going to read a recipe which describes the steps of cooking a dish. Ask them to work in pairs and complete the blanks with the words from the box. Monitor them as they do the task with their friends and do not interfere unless they need help. After they finish, ask them to share their answers with the rest of the class.

Answer Key:

1. sliced ***2. chopped***

3. broken ***4. pan***

5. set


2. Read the following steps of a recipe and complete the sentences with the words from the box. Then, describe the steps.

pan set broken sliced chopped

1. First, the peppers are ..... into small pieces.

2. Then, tomatoes are ..... .

3. Later on, the eggs are ..... into a bowl.

4. The ..... is heated for you to put all the ingredients.

5. And the table is ..... . Now, enjoy your food!

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ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 138 and do the exercises.

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3. Listen to a TV show about cooking and find. What is Gary cooking now?

(F2)

Tell students that they are going to listen to a TV show about cooking and describing the steps of a recipe. Explain that they need to listen to find out what Gary is cooking. Then, play the recording once. When the recording ends, tell students to check their answers with their friends. Then, elicit the answers.

Tapescript 33

Cook Gary: Good afternoon, dear viewers! Welcome to our program "Cook with Gary." Today, we're going to prepare a wonderful dish for the cold, dark winter days ahead of us. In a few minutes, I am going to give you the ingredients of this wonderful dish, so get your pens and papers ready. But if you don't have any pen or paper, don't worry. You can always go to our website and find the recipe there.

OK. Now, let me give you the ingredients: 3 cloves of sliced garlic, 2 tablespoons of olive oil, 1 chopped small head cauliflower, 5 cups of chicken broth, 1 tablespoon of thyme leaves, and finally some salt and black pepper.

Here comes the recipe now: First, cook the garlic in the olive oil in a pot over medium heat, stirring it for 2 to 3 minutes until it becomes a golden color.

Then, take the garlic out of the pot. After that, add the cauliflower, chicken broth, thyme, 1 teaspoon of salt, and 1 teaspoon of pepper to the pot. Simmer them until tender up to 15 to 20 minutes.

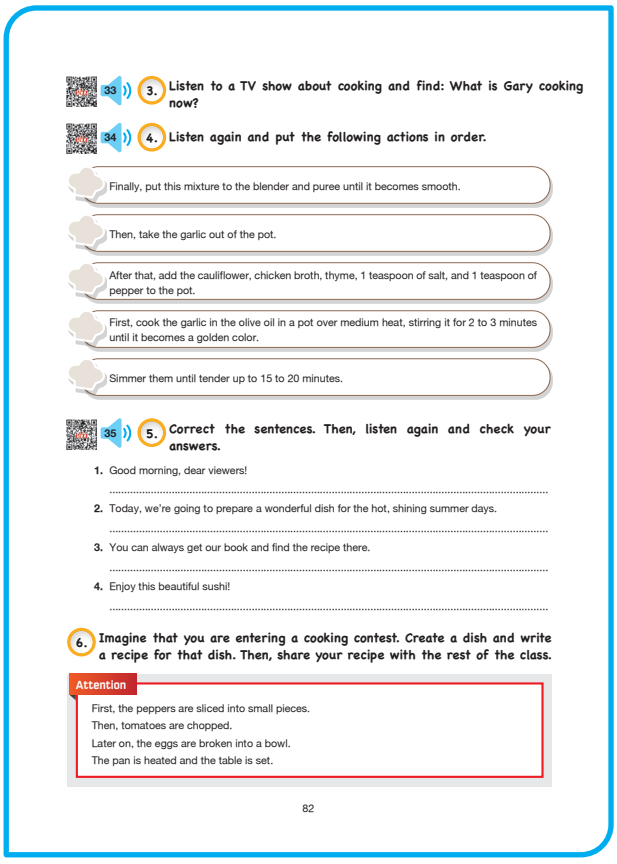
Finally, put this mixture to the blender and puree it until it becomes smooth. Here it is! All ready for you and your family. Enjoy this beautiful soup!

Answer Key: ***Soup***

4. Listen again and put the following actions in order.

(F2, L1)

Before playing the recording again, ask students to read the sentences carefully and tell them that



33 3. Listen to a TV show about cooking and find: What is Gary cooking now?

34 4. Listen again and put the following actions in order.

Finally, put this mixture to the blender and puree until it becomes smooth.

Then, take the garlic out of the pot.

After that, add the cauliflower, chicken broth, thyme, 1 teaspoon of salt, and 1 teaspoon of pepper to the pot.

First, cook the garlic in the olive oil in a pot over medium heat, stirring it for 2 to 3 minutes until it becomes a golden color.

Simmer them until tender up to 15 to 20 minutes.

35 5. Correct the sentences. Then, listen again and check your answers.

1. Good morning, dear viewers!
2. Today, we're going to prepare a wonderful dish for the hot, shining summer days.
3. You can always get our book and find the recipe there.
4. Enjoy this beautiful sushi!

6. Imagine that you are entering a cooking contest. Create a dish and write a recipe for that dish. Then, share your recipe with the rest of the class.

Attention

First, the peppers are sliced into small pieces.
Then, tomatoes are chopped.
Later on, the eggs are broken into a bowl.
The pan is heated and the table is set.

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they are going to put them in order before they listen to the TV show again. When they finish, tell them they are going to listen to the recording again and ask them to check if their order is correct. Then, play the recording once. Elicit answers from the students.

Tapescript 34

It's the same as Tapescript 33.

Answer Key:

5. Finally, put this mixture to the blender and puree until it becomes smooth.

2. Then, take the garlic out of the pot.

3. After that, add the cauliflower, chicken broth, thyme, 1 teaspoon of salt, and 1 teaspoon of pepper to the pot.

1. First, cook the garlic in the olive oil in a pot over medium heat, stirring it for 2 to 3 minutes until it becomes a golden color.

4. Simmer them until tender up to 15 to 20 minutes.

5. Correct the sentences. Then, listen again and check your answers.

(F2, L1)

Tell students to work in pairs and correct the sentences about the recipe in the TV show. When they finish, tell them they are going to listen to the recording again and ask them to check if their corrections are relevant. Then, play the recording once. Elicit answers from the students.

Tapescript 35

It's the same as Tapescript 33.

Answer Key:

1. Good morning, dear viewers!

Good afternoon, dear viewers!

2. Today, we're going to prepare a wonderful dish for the hot, shining summer days.

Today, we're going to prepare a wonderful dish for the cold, dark winter days.

3. You can always get our book and find the recipe there.

You can always go to our website and find the recipe there.

4. Enjoy this beautiful sushi!

Enjoy this beautiful soup!

6. Imagine that you are entering a cooking contest. Create a dish and write a recipe for that dish. Then, share your recipe with the rest of the class.

(F2)

Tell students that they are going to write down a recipe of a dish as they will be entering a cooking contest. They are expected to create a special dish with different ingredients. Monitor them as they do the task individually and do not interfere unless they need help. Allow them to use dictionaries if necessary. After they finish, ask them to share their recipes with the rest of the class.

Answer Key: ***Students' own answers***

7. Discussion Time

(F1)

Remind students the purpose of this section and ask them to think about the questions first individually and then, discuss their answers with their partners. Finally, ask students to share their opinions with the class.

NOTES

8. Read the texts quickly and match them with the following pictures.

(R1)

Tell students to read the texts and match the food pictures with them. Remind the students that they might not know about these cuisines, yet, they could still make predictions about them. Allocating 5-7 minutes for a quick reading of the texts for the purpose of making predictions would be good enough. After eliciting the answers and providing students with the correct answers, you can also give the extra information about the pictures: Picture 1 is a traditional Brazilian dish named Cuscuz Palista, Picture 2 is a Thai dish named Kratong Tong (minced chicken and sweet corn), Picture 3 is a Lebanese dish of meatballs on Hummus.

Answer Key: ***a. 3, b. 1, c. 2***

7. Discussion Time

1. Are you interested in cooking? Why / Why not?
2. Would you like to try different cuisines? If so, which cuisines would you like to try? Why?

8. Read the texts quickly and match them with the following pictures.

1 2 3 4

(.....) **a.** As the old Irish say, "Laughter is brightest in the place where the food is." This is so true about the Lebanese cuisine because Lebanese culture is famous for its warm hospitality. For the Lebanese, food is life and sharing it is one of the great joys of being alive. The meal starts with small portions known as mezza, which are generally dips and salads. Mezza can be as simple as pickled or raw vegetables, hummus and bread or they can be an entire meal of meat kebabs, grilled or marinated seafood, salads and desserts. For main course, the Lebanese prefer lamb, which appears in many dishes. As well as lamb, poultry and goat are also very popular. When it comes to desserts, there are many variations of pastry with nuts and syrup; creamy sweets with a cream called ashta.

(.....) **b.** Because Brazil is such a melting pot of colors, languages and customs, its cuisine is similarly diverse. In addition, the geographical location within Brazil determines the various types of dishes and ingredients used. Unlike many cultures, in Brazilian culture lunch is the main meal of the day. Common meats include beef and different kinds of fish and seafood. Starters include fried balls of shrimp, black-eyed peas and onions. For main courses, a very time-consuming dish called Feijoda (black bean stew with smoked meats) is served for friends and family who are staying overnight. Because of the variety in fruits in Brazil, most desserts have fruits such as fried banana with cinnamon sugar, cream of papaya, and mini coconut flans.

(.....) **c.** Thai cuisine is well known for its spiciness. In fact, the secret to Thai food is a balance of five flavors: sour, sweet, salty, bitter, and spicy. Starters are generally different types of rice while the main dishes are noodles, fried or grilled fish, beef, and chicken flavored with spices such as garlic, chili and basil and served with rice. After all, Thailand is the world's number one exporter of rice and the most famous one is sweet-smelling Jasmine rice. Even though we cannot understand that by looking at the physical appearance of Thai people, they love to eat dessert. For dessert, the Thai combine rice, coconut milk, and sugar. They also eat varied types of cake and ice cream. Sweet corn and kidney beans are also some of the ingredients they use in their desserts.

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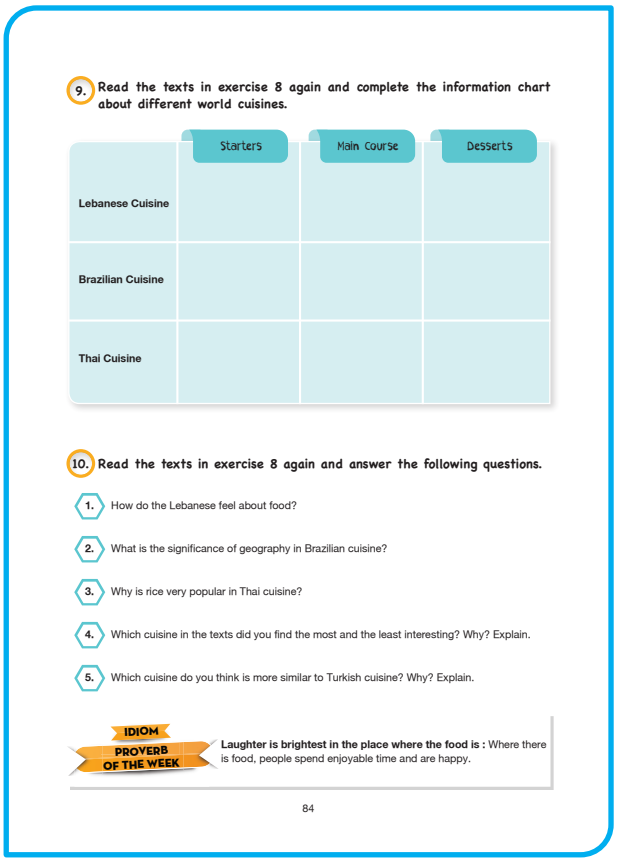
9. Read the texts in exercise 8 again and complete the information chart about different world cuisines.

(R1, R2)

Tell students that this time, they will be reading the texts in detail and work on the chart individually. Before they start, you might want to give them the definition of starter and main course as being the stages of a main meal, generally dinner, but sometimes lunch also. Starters are generally lighter food to start the meal such as salads whereas main course is the most serious part of the meal.



Answer Key:

Lebanese Cuisine

Starters: Mezza which is dips, salads

Main Course: Lamb, poultry, goat

Desserts: Pastry with nuts and syrup and creamy sweets

Brazilian Cuisine

Starters: fried balls of shrimp, black-eyed peas and onions

Main Course: Feijoda

Desserts: fried banana with cinnamon sugar, cream of papaya and mini coconut flans

Thai Cuisine

Starters: different types of rice

Main Course: Noodles, fried or grilled fish, beef, and chicken flavored with spices such as garlic, chili and basil and served with rice

Desserts: Combination of rice, coconut milk, and sugar cake and ice cream

Answer Key:

1. For the Lebanese, food is life and sharing it is one of the great joys of being alive.

2. The geographical location within Brazil determines the various types of dishes and ingredients used.

3. Thailand is the world's number one exporter of rice.

4. Students' own answers

5. Students' own answers

10. Read the texts in exercise 8 again and answer the following questions.

Tell students to read the text again and answer the questions. Ask them to work individually and when they are finished, ask them to exchange their answers with their partners. Then, elicit answers from students individually.

IDIOM / PROVERB OF THE WEEK

Remind students what an idiom / proverb is and ask them to discuss the meaning of this idiom and ask them to think about situations in which they can use this idiom.

Video-Blog

Work in pairs. Complete the questionnaire below. Then, act out the dialogue.

(F1, S1, S2)

Tell students that they will be working in pairs as they talk about local and international festivals. Monitor them as they do the questionnaire and help them if they need any guidance. Then, elicit answers from students individually.

Answer Key: ***Students' own answers***

11. Look at the pictures. What do you think they are about?

(F1)

Remind students that they have just talked about festivals so that they get the hint that the pictures are also related to different kinds of festivals. You might ask them to make predictions about the pictures in pairs or in small groups.

Answer Key: ***Students' own answers***

12. Listen to two friends talking about festivals and match the pictures with the descriptions of the festivals.

(F1)

Ask students to read the names of the festivals that they will be listening about and ask them whether they have heard about these festivals before. After eliciting a few answers from students, tell them that they will be listening to two friends talking about these festivals.

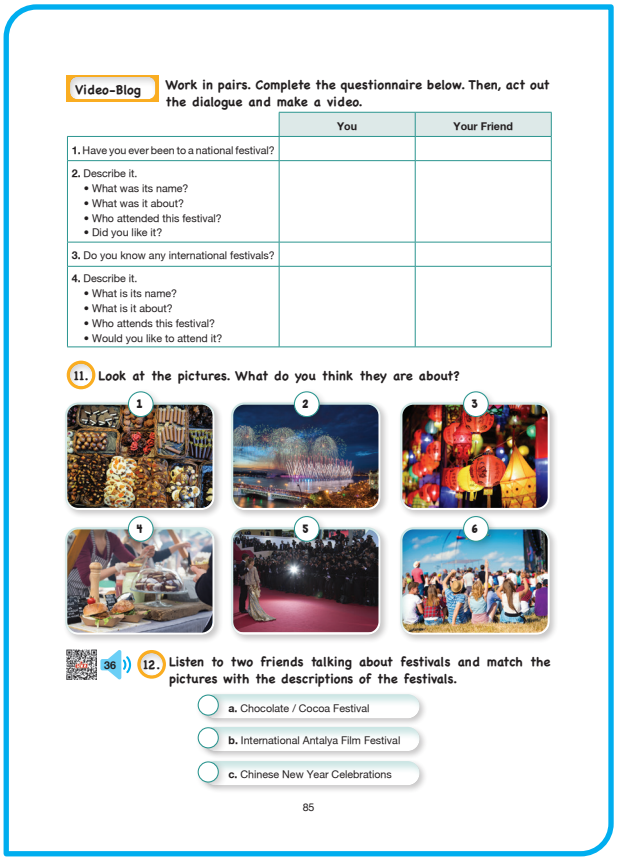
Tapescript 36

Nancy: Hello Ken, did you finish your homework about festivals?

Ken: Hi, Nancy. No, I haven't decided which festival I should write about. What about you?

Nancy: Well, I decided to write about International Antalya Film Festival. Antalya International Film Festival is organized in Türkiye every October.

Ken: That's interesting.



Video-Blog Work in pairs. Complete the questionnaire below. Then, act out the dialogue and make a video.

	You	Your Friend
1. Have you ever been to a national festival?		
2. Describe it. • What was its name? • What was it about? • Who attended this festival? • Did you like it?		
3. Do you know any international festivals?		
4. Describe it. • What is its name? • What is it about? • Who attends this festival? • Would you like to attend it?		

11. Look at the pictures. What do you think they are about?

36 12. Listen to two friends talking about festivals and match the pictures with the descriptions of the festivals.

a. Chocolate / Cocoa Festival
b. International Antalya Film Festival
c. Chinese New Year Celebrations

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Nancy: Well, the festival takes place at Antalya Cultural Center. Since 2009, the festival has been organized by the Antalya Foundation for Culture and Arts. The sole aim of International Antalya Film Festival is to create a pleasant and creative atmosphere for all local and international film professionals, where they can unite and share their experiences.

Ken: What about the events during the festival this year?

Nancy: During the festival, Antalya Film Forum will be held and many international and local projects will be discussed. This year, there will be five sections in the festival: International Competition, Gala Screenings, where film stars, film directors, producers and many audiences will be attending the screenings of many films.

Ken: That's great. I think I'm going to write about the Chocolate Festival in Amsterdam.

Nancy: Oh, Chocolate Festival is held in Amsterdam every October. Actually, it is also called Cocoa Festival.

Ken: Yes, I know. During this festival, chocolate lovers examine the origin, production, and the quality of chocolate. But, this year the festival will be held in February, not in October.

Nancy: What kinds of events take place during this chocolate festival?

Ken: A trade fair is held during the festival. In this trade fair, producers of cocoa come together to discuss ideas about the production of sustainable cocoa. Also, a forum is held, where chocolate makers have their chocolate tasted. And for public, they organize two whole days during which they can visit the festival and taste all the chocolate they want.

Nancy: What about the Chinese New Year Celebrations? Chinese New Year is celebrated for sixteen days from New Year's Eve. Every street, building and house is decorated with red during the celebrations.

Ken: Wow! That sounds interesting.

Answer Key: ***1. a, 3. c, 5. b***

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13. Listen again and underline the mistake in each statement and correct the mistake. Then, share your answers with your partner.

(F1)

Tell them to read the statements first so that they can make predictions about the mistake in each of them. Then, tell them that they will be listening to the extract once more. After listening, elicit answers from students individually and ask them if their predictions they made before listening were accurate after they listened.

Tapescript 37

It's the same as Tapescript 36.

Answer Key:

a. Ken ~~finished~~ didn't finish his homework on festivals.

b. Nancy has written about the ~~Chocolate Festival in Amsterdam~~ Antalya Film Festival in Antalya.

c. International Antalya Film Festival is held every ~~February~~ October.

d. Chinese New Year celebrations take place for ~~15~~ 16 days.

14. Listen again and circle the correct alternative.

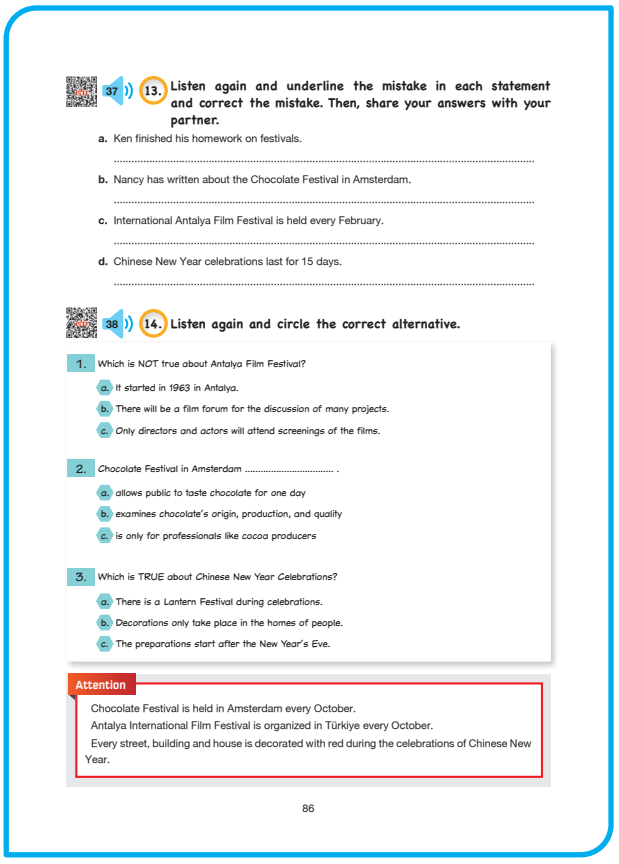
(F1)

Tell students that they will be listening to the extract again, but before that they could make guesses about the correct alternatives. Once they listen, tell students to exchange their answers so that they can check each other's answers while you announce the correct alternative to each student.

Tapescript 38

It's the same as Tapescript 36.

***Answer Key:* 1. c, 2. b, 3. a**



37 13. Listen again and underline the mistake in each statement and correct the mistake. Then, share your answers with your partner.

a. Ken finished his homework on festivals.

b. Nancy has written about the Chocolate Festival in Amsterdam.

c. International Antalya Film Festival is held every February.

d. Chinese New Year celebrations last for 15 days.

38 14. Listen again and circle the correct alternative.

1. Which is NOT true about Antalya Film Festival?
   a. It started in 1963 in Antalya.
   b. There will be a film forum for the discussion of many projects.
   c. Only directors and actors will attend screenings of the films.

2. Chocolate Festival in Amsterdam ..... .
   a. allows public to taste chocolate for one day
   b. examines chocolate's origin, production, and quality
   c. is only for professionals like cocoa producers

3. Which is TRUE about Chinese New Year Celebrations?
   a. There is a Lantern Festival during celebrations.
   b. Decorations only take place in the homes of people.
   c. The preparations start after the New Year's Eve.

Attention

Chocolate Festival is held in Amsterdam every October.
Antalya International Film Festival is organized in Türkiye every October.
Every street, building and house is decorated with red during the celebrations of Chinese New Year.

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ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 138 and do the exercises.

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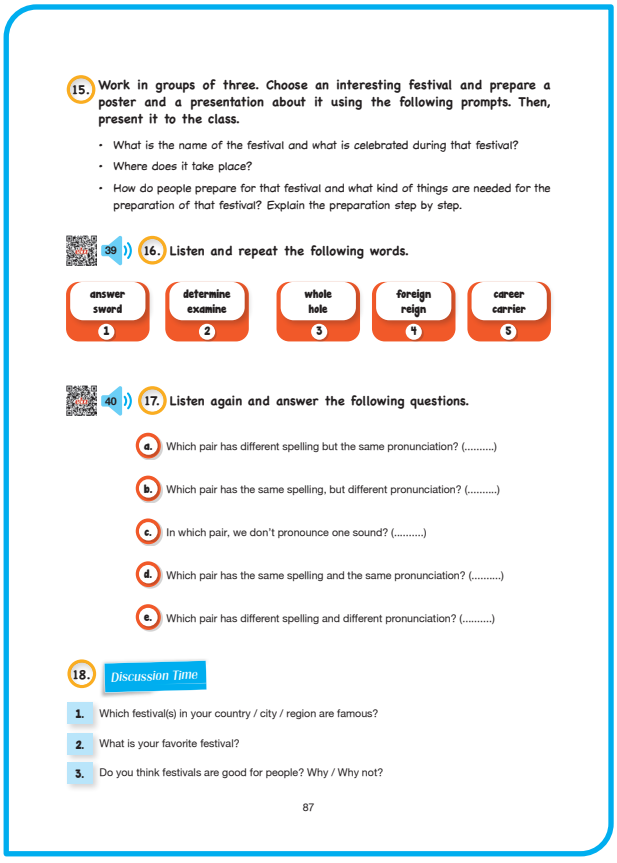
15. Work in groups of three. Choose an interesting festival and prepare a poster and a presentation about it using the following prompts. Then, present it to the class.

(F1, F2, S1, S2)

Tell students that in groups of three they will prepare a poster about an interesting festival after doing a research on festivals on the Internet. They are expected to focus on the following prompts: What is the name of the festival and what is celebrated in that festival? Where does it take place? How do people prepare for that festival and what kind of things are needed for the preparation of that festival and that they should explain the preparation step by step. When students prepare their posters, put them on the walls and ask them to present their posters to the rest of the class.



15. Work in groups of three. Choose an interesting festival and prepare a poster and a presentation about it using the following prompts. Then, present it to the class.

- What is the name of the festival and what is celebrated during that festival?
- Where does it take place?
- How do people prepare for that festival and what kind of things are needed for the preparation of that festival? Explain the preparation step by step.

39 16. Listen and repeat the following words.

answer sword 1	determine examine 2	whole hole 3	foreign reign 4	career carrier 5

40 17. Listen again and answer the following questions.

a. Which pair has different spelling but the same pronunciation? (.....)

b. Which pair has the same spelling, but different pronunciation? (.....)

c. In which pair, we don't pronounce one sound? (.....)

d. Which pair has the same spelling and the same pronunciation? (.....)

e. Which pair has different spelling and different pronunciation? (.....)

18. Discussion Time

1. Which festival(s) in your country / city / region are famous?
2. What is your favorite festival?
3. Do you think festivals are good for people? Why / Why not?

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16. Listen and repeat the following words.

(P1)

Explain students that there are some words which can be challenging for Turkish students while pronouncing. Now, tell them that they are going to practice some of them and you will identify whether they have difficulty or not. Allow them to read the words first before listening.

Play the recording twice without any intervals. Then, play it again and pause the recording after each pair and ask students to repeat the words with correct pronunciation. Start with individual repetition, then go on with the whole class repetition until you hear the correct pronunciation. You may play the recording more than once if necessary.

Tapescript 39

1. answer
   sword
2. determine
   examine
3. whole
   hole
4. foreign
   reign
5. career
   carrier

17. Listen again and answer the following questions.

(P1)

Tell students to work in pairs and answer the following questions about the pronunciation of the word pairs. If necessary, explain what spelling is before the task. Monitor them as they do the task in pairs and do not interfere unless they need help. After they finish, elicit the answers and discuss the correct answers to raise the awareness of the students. Then, play the recording again and make students repeat the words first individually, then as a group.

Tapescript 40

It's the same as Tapescript 39.

Answer Key:

a. Which pair has different spelling but the same pronunciation? (3)

b. Which pair has the same spelling, but different pronunciation? (4)

c. In which pair, we don't pronounce one sound? (1)

d. Which pair has different spelling and different pronunciation? (5)

e. Which pair has the same spelling and the same pronunciation? (2)

18. Discussion Time

(F1, S1)

Remind students the purpose of this section and ask them to think about the questions first individually and then, discuss their answers with their partners. Finally, ask students to share their opinions with the class.

Answer Key: ***Students' own answers***

19. Read the text and insert the following sentences in paragraphs.

(F1)

Tell students to read the text and insert the sentences in paragraphs. You might remind them the sentences could give them a hint about what kind of festivals they will be reading about. When they finish, elicit answers from students individually.

Answer Key: ***a. 3, b. 1, c. 2***

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19. Read the text and insert the following sentences in paragraphs.

1. Even children go out at night carrying paper lanterns and solve the riddles on the lanterns
2. Next day, is of course the main day of Holi celebrations
3. Two religious festivals are celebrated in Türkiye every year

a. ..... . These two festivals have a huge importance in all Muslim countries.

During Ramadan, fasting is practiced for a month. Bad behaviors such as cursing or lying are avoided. At the end of Ramadan, people celebrate Ramadan Feast. Homes are cleaned, modest but delicious meals are prepared and relatives, neighbors, and friends are invited to share this beautiful time together. Sacrifice Feast is 70 days after Ramadan Feast. In the morning of the Sacrifice Feast, smart clothes are worn by Muslims for morning prayers both before and after sunrise. Then, family meals are prepared and shared by family members. A goat or sheep is often slaughtered. Some of the meat is eaten with relatives or neighbors while the rest is distributed to people in need.

The Lantern Festival is a Chinese festival celebrated on the fifteenth day of the first month in the Chinese calendar, which is usually in February or early March. During the festival, lanterns are generally made in red to symbolize good fortune. There is a ritual for the lanterns. First, the type of lantern is determined as there are different types of lanterns for different purposes such as finding happiness, having children, being successful, etc. Then, riddles are written on the lanterns for people to solve. **b.** ..... . After that, the lanterns are lit and set out to fly. People also get into holiday spirit by doing some other activities. For example, reunion dinners are prepared for families. A special dish named Tangyuan is prepared and eaten. Finally, people watch Lion dance, which is a dance in a lion's costume.

Holi is a spring festival known as the festival of colors, which is celebrated almost in every part of India, typically in March. Days before the festival, people start collecting wood for the lighting of the bonfire called Holika. Then, on the eve of Holi, the dummy for a mythical, evil figure is burnt in the bonfire. The ritual symbolizes the victory of good over evil. **c.** ..... . The day is called Dhuleti and the actual play of colors take place on this day. Children and young people form groups armed with dry colors, colored solutions and water guns and water balloons filled with colored water to color their targets. By late morning, everyone looks like a rainbow. During this coloring activity, groups sing and dance, eat food and drink cold drinks.

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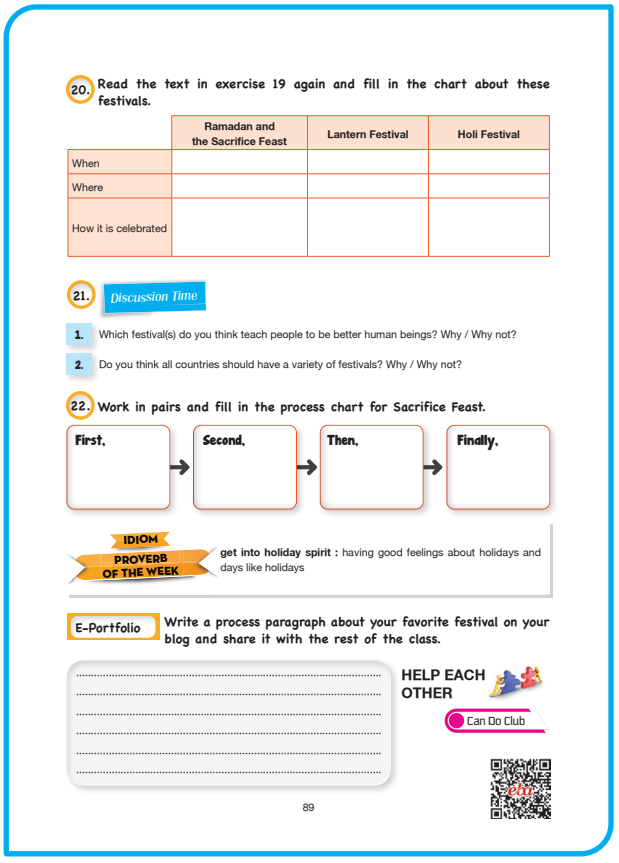
20. Read the text in exercise 19 again and fill in the chart about these festivals.

(F1, R2)

Tell students to look at the chart before they read the text again and after they finish, ask them to complete the chart about the festivals individually so that they can do peer-check.



20. Read the text in exercise 19 again and fill in the chart about these festivals.

	Ramadan and the Sacrifice Feast	Lantern Festival	Holi Festival
When			
Where			
How it is celebrated			

21. Discussion Time

1. Which festival(s) do you think teach people to be better human beings? Why / Why not?
2. Do you think all countries should have a variety of festivals? Why / Why not?

22. Work in pairs and fill in the process chart for Sacrifice Feast.

First, → Second, → Then, → Finally,

IDIOM PROVERB OF THE WEEK

get into holiday spirit : having good feelings about holidays and days like holidays

E-Portfolio Write a process paragraph about your favorite festival on your blog and share it with the rest of the class.

HELP EACH OTHER

Can Do Club

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Answer Key:

Ramadan and the Sacrifice Feast

When:

Ramadan: Ninth month of the Islamic calendar

The Sacrifice Feast: 70 days after Ramadan Feast

Where: In all Muslim countries

How it is celebrated:

Ramadan: Fasting

The Sacrifice Feast: Sacrificing a sheep and distributing the meat and having a dinner

Lantern Festival

When: On the 15th day of the 1st month in the Chinese Calendar

Where: In China

How it is celebrated: Lanterns are made, riddles are written on lanterns. They are set out to fly. Families have dinners and watch Lion dance

Holi Festival

When: Generally in March

Where: In India

How it is celebrated: A bonfire is lit, a wooden figure symbolizing evil is burnt. People play colors, throwing dry colors, water, and colored solutions to their targets. People sing, dance, eat food and drink cool drinks

21. Discussion Time

Ask students to work in pairs as they discuss the questions about festivals. Allocate them 3-5 minutes. Monitor them as they do the discussion and guide them if they need any help. After the discussion, elicit answers from students individually.

***Answer Key:* Students' own answers**

22. Work in pairs and fill in the process chart for Sacrifice Feast.

Remind students that they have in the beginning of the theme become familiar with the way processes are described and told. The same will be done here. You might remind them that while writing about processes, they need to pay attention to using time words signaling chronological order (e.g. first, second, then, after that, finally, etc.) and passive voice (e.g. Houses are decorated) to indicate an action is being performed.

Answer Key:

First, people put on smart clothes for morning prayers before and after sunrise.

Second, family meals and the exchanging of gifts follow.

Then, a goat or a sheep is slaughtered.

Finally, the meat is distributed to the family, friends and relatives, and people who are in need.

IDIOM / PROVERB OF THE WEEK

Remind students what an idiom / proverb is and ask them to discuss the meaning of this idiom and ask them to think about situations in which they can use this idiom.

E-portfolio

Write a process paragraph about your favorite festival on your blog and share it with the rest of the class.

(W1)

Tell students to write a process paragraph about their favorite festival. Remind them that they can use a process chart to make writing easier and the organization neater. Ask them to use time words and other language bits used to describe a process.

Answer Key: ***Students' own answers***

HELP EACH OTHER

Tell your students to work in pairs and read their friend's paragraph to give them feedback by using the mini-rubric.

CAN DO CLUB

Can Do Club parts contain statements for students to check how much they have acquired. Have your students go to page 129 and fill in the table.

NOTES

THEME 7 ATTENTION ANSWER KEY

1. Complete the paragraph with words from the box.

1. First
2. Then
3. After that
4. Finally

2. Complete the text with the correct form of the words in parentheses.

1. are cured
2. are found
3. are saved
4. do
5. choose

3. Read the following sentences and underline the correct alternative.

1. celebrate
2. are broken
3. need
4. are taught
5. is decorated

4. Rewrite the following sentences as in the example.

1. I am given weekly allowance by my parents/ weekly allowance is given to me by my parents.
2. A present is brought for George every Christmas.
3. Many people are saved with special treatment every year.
4. The potatoes are sliced and then some water is boiled fort he potatoes.
5. How often are your clothes washed?

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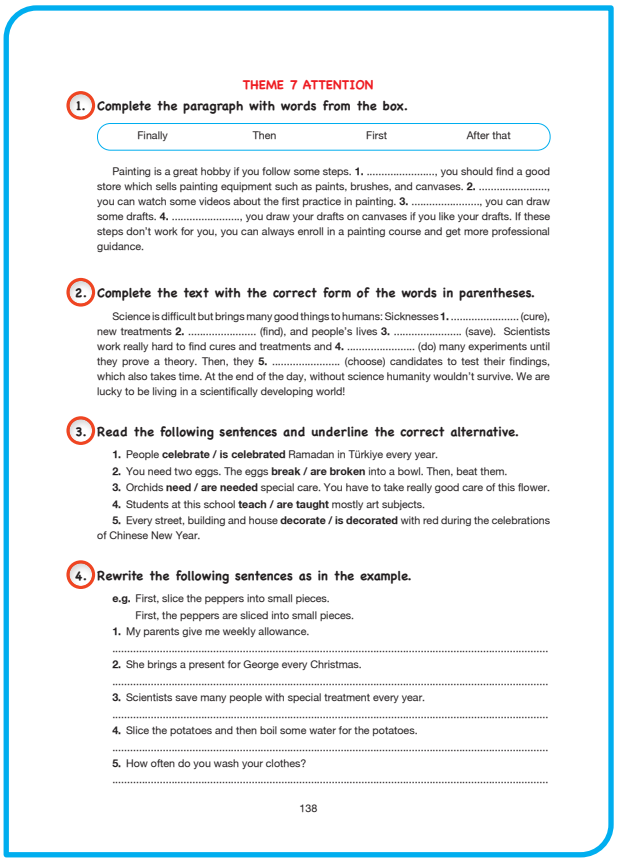

THEME 7 ATTENTION

1. Complete the paragraph with words from the box.

Finally | Then | First | After that

Painting is a great hobby if you follow some steps. **1.** ....., you should find a good store which sells painting equipment such as paints, brushes, and canvases. **2.** ....., you can watch some videos about the first practice in painting. **3.** ....., you can draw some drafts. **4.** ....., you draw your drafts on canvases if you like your drafts. If these steps don't work for you, you can always enroll in a painting course and get more professional guidance.

2. Complete the text with the correct form of the words in parentheses.

Science is difficult but brings many good things to humans: Sicknesses **1.** ..... (cure), new treatments **2.** ..... (find), and people's lives **3.** ..... (save). Scientists work really hard to find cures and treatments and **4.** ..... (do) many experiments until they prove a theory. Then, they **5.** ..... (choose) candidates to test their findings, which also takes time. At the end of the day, without science humanity wouldn't survive. We are lucky to be living in a scientifically developing world!

3. Read the following sentences and underline the correct alternative.

1. People **celebrate / is celebrated** Ramadan in Türkiye every year.
2. You need two eggs. The eggs **break / are broken** into a bowl. Then, beat them.
3. Orchids **need / are needed** special care. You have to take really good care of this flower.
4. Students at this school **teach / are taught** mostly art subjects.
5. Every street, building and house **decorate / is decorated** with red during the celebrations of Chinese New Year.

4. Rewrite the following sentences as in the example.

e.g. First, slice the peppers into small pieces.
First, the peppers are sliced into small pieces.

1. My parents give me weekly allowance.
2. She brings a present for George every Christmas.
3. Scientists save many people with special treatment every year.
4. Slice the potatoes and then boil some water for the potatoes.
5. How often do you wash your clothes?

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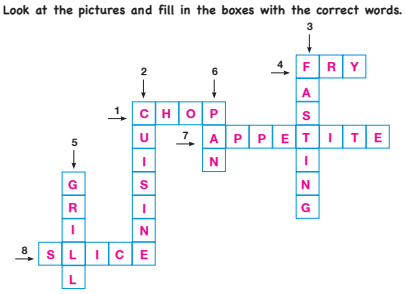
THEME 7 WORKBOOK

1. Look at the pictures and fill in the boxes with the correct words.



1. chop

2. cuisine

3. fasting

4. fry

5. grill

6. pan

7. appetite

8. slice

2. Time to cook! Find a cookie recipe and describe the process to prepare the cookies.

My Cookie Recipe

Student's own answers

3. Work in pairs. Match the riddles with the correct answers.

(c) **1.** Which is the left side of a pie?
(a) **2.** What do polar bears eat for lunch?
(d) **3.** Why was the strawberry sad?
(b) **4.** What day do potatoes hate the most?

a. Iceberg-ers
b. Fry-day
c. The side which isn't eaten
d. Her mother was in a jam.

4. Read the information about some interesting festivals from all around the world. Which one would you like to participate in? Put them in the order of preference from 1- 4; 4 being the one you like the most. Then, compare your answers with your friend.

Student's own answers

(.....) **a. Snow and Ice Festival in Harbin, China, held between January - February**
It's the world's largest snow and ice festival. People build gigantic sculptures and buildings out of blocks of ice.

(.....) **b. Carnevale in Venice, Italy, held between February - March**
Carnevale, or "Carnival," has been a Venice tradition since the 13th century. People visit Venice to participate in the masked celebrations. They wear ancient costumes and masks and hold many parties.

(.....) **c. La Tomatina, Bunol, Spain, held in the last day of August**
It seems such a crazy festival. People throw tomatoes and have fun with each other during this parade.

(.....) **d. Cooper Hill's Cheese Rolling Festival, Gloucester, England, held in May**
People can watch this interesting activity if they visit Gloucester in May. Hundreds of men run down a hill because they chase a wheel of cheese.

5. Match the pictures with the festivals.

(d)

(c)

(a)

(b)

6. Rewrite the underlined sentences in exercise 4 as in the example.

People build gigantic sculptures and buildings out of blocks of ice.
Gigantic sculptures and buildings are built out of blocks of ice.

1. Venice is visited by people to participate in the masked celebrations. Ancient costumes and masks are worn by people and they hold many parties.
2. Tomatoes are thrown and people have fun with each other during this parade.
3. This interesting activity can be watched if they visit Gloucester in May.

7. Work in pairs. Create your own festival and write a process paragraph about it using the prompts given.

- Where and when is it held?
- What is celebrated?
- Who participates in it?
- What is worn by people?

Student's own answers

THEME 8

DIGITAL ERA

FUNCTIONS (F)

F1 Stating personal opinions in everyday conversations

F2 Stating preferences

F3 Stating causes and effects

F4 Giving an extended description and detailed information about people/places/events

SKILLS

Listening (L)

L1 Students will be able to identify detailed information from podcasts in English.

L2 Students will be able to determine personal opinions about technology in a video/recorded text.

Pronunciation (P)

P1 Students will be able to practice /w/ and /v/ sounds.

Speaking (S)

S1 Students will be able to make comments on innovations by stating causes and effects.

S2 Students will be able to talk about their preferences in technological devices.

Reading (R)

R1 Students will be able to scan a text about the evolution of technology for specific information.

R2 Students will be able to evaluate the effects of social media in a written text to draw conclusions.

Writing (W)

W1 Students will be able to write a cause and effect paragraph about the importance of netiquette.

W2 Students will be able to write an online-digital collaborative story.

Warm up

Show your mobile phone or laptop to class and ask what would happen if none of the technological devices worked properly for a week. Form groups and allow students to discuss the issue for a while and want them to offer at least 5 solutions to this disaster. Write these questions on the board as prompts:

a. How would people survive at home without any technological devices like washing machine, electric cooker, fridge?

b. What would happen to the communication systems?

c. What would happen to our safety without the security systems?

d. What would they do without the Internet, TV, mobile phones or such devices?

After group discussion, elicit the answers. You may also demand a vote for the best solutions.

During the teaching of the theme, take into consideration that, there may be students with low economic status. Make sure that they don't feel uncomfortable.

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1. Which technological devices do you use for communication, educational purposes or entertainment? Why do you prefer them? Share your preferences with your friend.

(F1, F2, S2)

Tell students to work in pairs. They are expected to answer the question individually, then, share their preferences with their pairs. Allow them to use dictionaries if necessary. When they are done, nominate some pairs and elicit their answers.

***Answer Key:* Students' own answers**

2. Listen to the podcast about two latest smart phone applications for learning a foreign language and complete the following chart.

(F1, F2, L1)

First, ask students what they know about smart phone applications and which applications they prefer and why. Then, tell students that they are going to listen to a podcast about two smart phone applications. Allow them to look at the chart before listening. Then, play the recording twice with a one-minute-interval. When the recording ends, tell students to check their answers with their friends. Then, elicit the answers.

Tapescript 41

Steve: Hello, digital natives out there. For today's podcast, I picked two smart phone applications. I know you use your phones for everything, so why not use them for studying? Especially for learning a foreign language.

OK, ladies and gentlemen: My first new application is called LingoPower. With this application, you can learn English, Spanish, French, German, Italian and Portuguese. It allows you to plan your lessons and when you finish your lessons successfully, LingoPower gives you awards. For example, when you finish elementary level, the application gives you a new title: Champion. Don't you think it's great? With each level, your title changes. There are four language levels in this application: Starter, Elementary, Pre-Intermediate and Intermediate. And, the thing you want to know the most: Yes, it is for free. You don't have to pay any money to download this application. Oh, by the way, it has a huge dictionary for the six languages I told you about.

Now, let's move on to our second application. It is called *LingoRise*. At first, this application only had Chinese in it, but then, the programmers included German, French and Russian, too. There are many pictures for words. I think this is very helpful for remembering new words. Don't you think? Also, for each unit there is a quiz. You can test yourself by doing the quizzes at the end of each unit. There are five language levels in *LingoRise*: Starter, Elementary, Pre-Intermediate, Intermediate, and Upper-Intermediate. Now, if you download *LingoRise*, it's free like *LingoPower*. But, there is also premium membership for *LingoRise*. That membership offers some extra tests and videos. It's for 10 dollars a month. Well, it's all up to you. If you want, you can try it for a month and then, decide.

OK, digital natives! That's the end of this week's podcast. I'll upload the new episode next weekend. Stay tuned!

Answer Key:

Lingopower

Languages: English, Spanish, French, German, Italian, and Portuguese

Levels: Starter, Elementary, Pre-Intermediate, and Intermediate

Price: For free

LingoRise

Languages: Chinese, German, French, and Russian

Levels: Starter, Elementary, Pre-Intermediate, Intermediate, and Upper-Intermediate

Price: For free / Premium Membership: 10 $ a month

3. Listen again and tick the statements that are true.

(F1, F2, L1)

Tell students that they are going to listen to the podcast about two smart phone applications again. Allow them to read the sentences carefully before listening. Explain that some of the sentences have false information and students are expected to tick the correct ones. Then, play the recording once. When the recording ends, tell students to check their answers with their friends. Then, elicit the answers.

Tapescript 42

It's the same as Tapescript 41.

Answer Key:

( ) You get awards if you're successful in your lessons on LingoRise.

(✔) LingoPower has a dictionary for six languages.

(✔) LingoRise uses pictures to help people remember new words.

( ) LingoPower has a premium membership for free.

(✔) LingoRise has quizzes at the end of each unit.

4. Which application do you prefer and why?

(F1, F2, S1, S2)

Tell students to work in groups. Ask them to mention at least two reasons for their opinions. Monitor them as they do the task with their friends and do not interfere unless they need help. After they finish, ask them to share their answers with the rest of the class.

Answer Key: ***Students' own answers***

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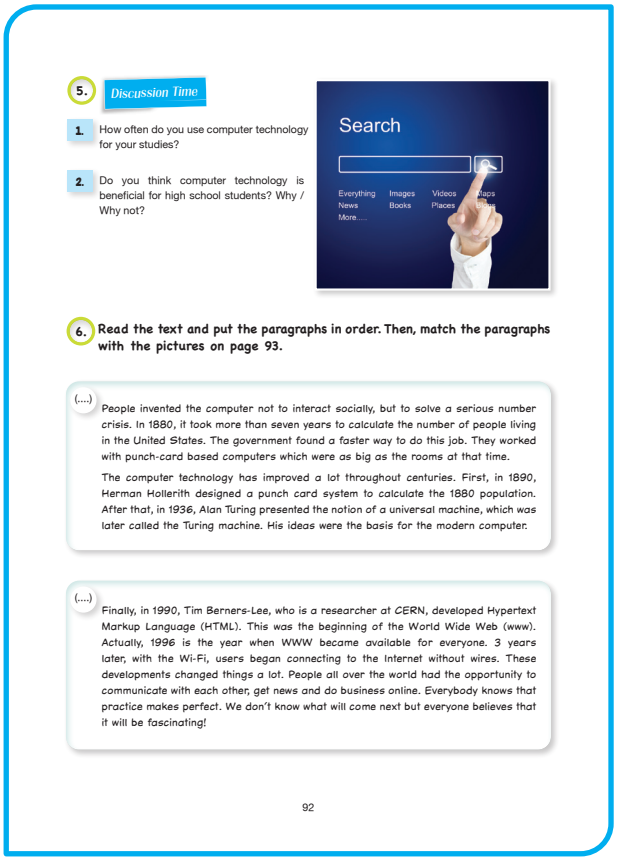
5. Discussion Time

(F1)

Remind students the purpose of this section and ask them to think about the questions first individually and then, discuss their answers with their partners. Finally, ask students to share their opinions with the class.

> ***Answer Key:*** ***Students' own answers***

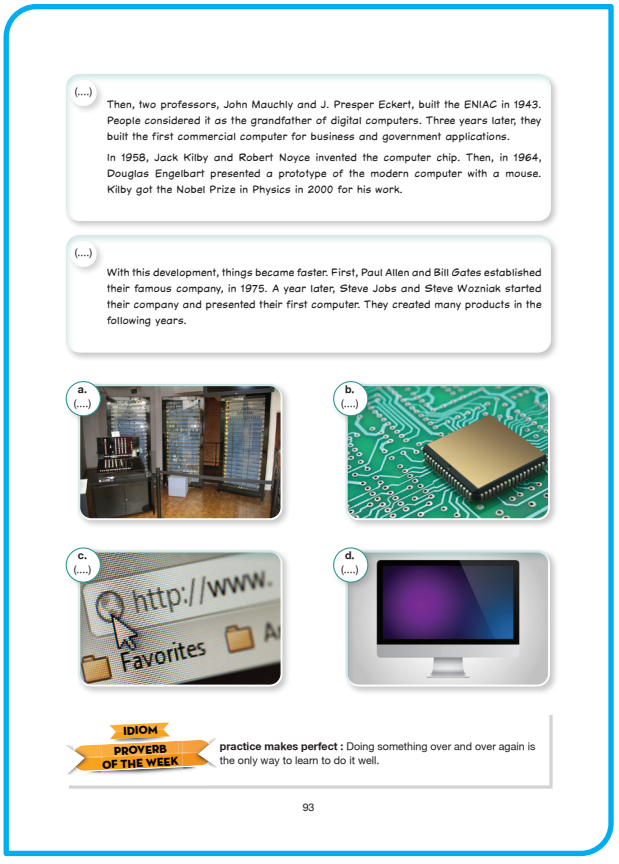


6. Read the text and put the paragraphs in order. Then, match the paragraphs with the pictures on page 93.

(F4, R1)

Tell students to read the paragraphs carefully and put them into correct order. Remind them that the paragraphs should be in chronological order as the text talks about the evolution of the computers. Students may work in pairs. When they put the paragraphs into order, ask them to match the paragraphs with the pictures. You may want them to explain each picture first. After they finish, ask them to share their answers with the rest of the class.

> ***Answer Key:***
>
> ***Correct Order: 1 / 4 / 2 / 3***
>
> ***The paragraph numbers are correct order numbers:***
>
> ***a. 1, b. 2, c. 4, d. 3***



IDIOM / PROVERB OF THE WEEK

Remind students what an idiom / proverb is and ask them to discuss the meaning of this idiom and ask them to think about situations in which they can use this idiom.

7. Read the text in exercise 6 quickly and complete the timeline according to the information in the text.

(F4, R1)

Tell students to scan the text quickly to find the necessary information. Remind them to focus on the dates in the text and be careful with the chronological order. Students may work in pairs and when they finish the task, ask them to check their answers with their pairs. Finally, elicit the answers.

Answer Key:

1936. Alan Turing presented the notion of a universal machine, which was later called the Turing machine.

1943. Two professors, John Mauchly and J. Presper Eckert, built the ENIAC.

1964. Douglas Engelbart presented a prototype of the modern computer with a mouse.

1976. Steve Jobs and Steve Wozniak started their computer and presented the first computer.

1996. WWW became available for everyone.

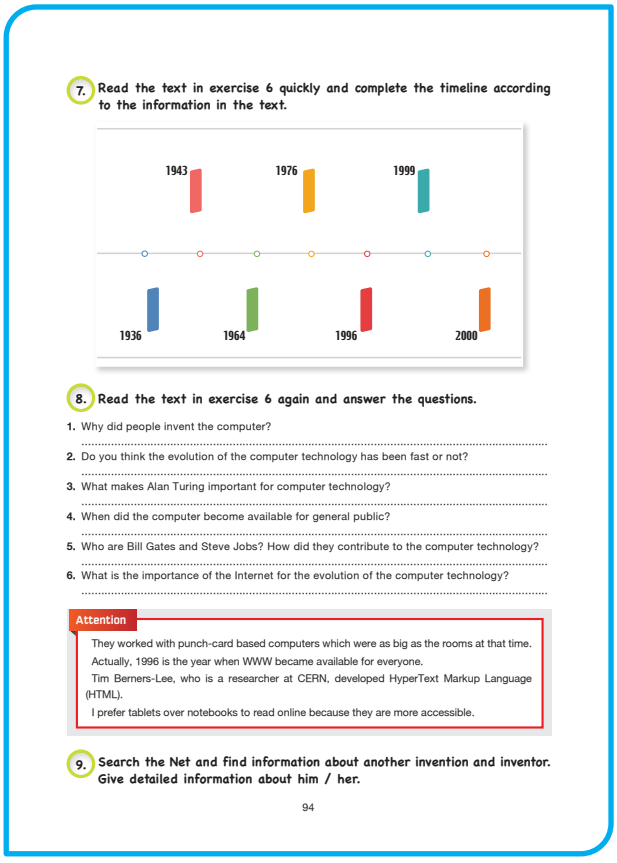
1999. With the Wi-Fi, users began connecting to the Internet without wires.

2000. Jack Kilby got the Nobel Prize in Physics.

8. Read the text in exercise 6 again and answer the questions.

(F4, R1)

This time, tell students to read the text more carefully to answer the following questions. Monitor them as they do the task individually and do not interfere unless they need help. After they finish, ask them to share their answers with the rest of the class.


7. Read the text in exercise 6 quickly and complete the timeline according to the information in the text.

1943 1976 1999

1936 1964 1996 2000

8. Read the text in exercise 6 again and answer the questions.

1. Why did people invent the computer?
2. Do you think the evolution of the computer technology has been fast or not?
3. What makes Alan Turing important for computer technology?
4. When did the computer become available for general public?
5. Who are Bill Gates and Steve Jobs? How did they contribute to the computer technology?
6. What is the importance of the Internet for the evolution of the computer technology?

Attention

They worked with punch-card based computers which were as big as the rooms at that time.
Actually, 1996 is the year when WWW became available for everyone.
Tim Berners-Lee, who is a researcher at CERN, developed HyperText Markup Language (HTML).
I prefer tablets over notebooks to read online because they are more accessible.

9. Search the Net and find information about another invention and inventor. Give detailed information about him / her.

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Answer Key:

1. People invented the computer not for social interaction but out of a need to solve a serious number crisis.

2. Students' own answers

3. The central concept of the modern computer was based on his ideas.

4. 1996 is the year when WWW became available for everyone.

5. Bill Gates and Steve Jobs are the founder of Computer Companies. They brought many developments throughout the following years.

6. People all over the world have had the opportunity to communicate with each other, get news and do business online.

ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 139 and do the exercises.

9. Search the Net and find information about another invention and inventor. Give detailed information about him / her.

(F1, F3, S1)

Tell students to search the Net and find information about other inventors and inventions. Ask them to describe the inventor and invention in details. You can ask them to prepare posters about their research or they can prepare short presentations to describe the person in details. Finally, ask them to share their choices with the rest of the class.

Answer Key: ***Students' own answers***

10. Discussion Time

(F1, F3, S1)

Before you ask students to read the questions, make sure they know the meaning of the word innovation. You may give an example such as electric cars that are safe for the environment. After you make sure they understand the concept of innovation, tell them to read the questions on their own and think about it for two minutes. Then, elicit answers from the students individually.

Answer Key: ***Students' own answers***

11. Work with a partner. Look at the pictures of different innovations in different fields and discuss the causes and effects of these innovations.

(F1, F3, S1)

Tell students to look at the pictures before they read the instruction so that you can activate their schemata. Ask them what these pictures are related to. After eliciting some answers, ask them to read the example and discuss the causes and effects of the rest of the innovations with their partner. After they are done discussing the innovations in the pictures, elicit answers from the students individually.

10. Discussion Time

1. Which innovation in recent times do you think is the most useful? Why?

2. In your opinion, in which areas innovation is the most important? Healthcare? Science? Education? Other? Why?

11. Work with a partner. Look at the pictures of different innovations in different fields and discuss the causes and effects of these innovations.

CCTV (Closed Circuit TV) Cameras

Cause(s): to provide security, to get proof for accidents, etc.

Effect(s): decrease in crime, paying more attention to traffic rules, etc.

1. Robotic Surgery

Cause(s): .....

Effect(s): .....

2. Self-driving Cars

Cause(s): .....

Effect(s): .....

3. Free Wi-Fi

Cause(s): .....

Effect(s): .....

4. MOOCs (Massive Open Online Courses)

Cause(s): .....

Effect(s): .....

95

Suggested Answers:

1. Cause(s): to improve surgeries

Effect(s): better results, fewer human mistakes

2. Cause(s): to provide more comfort, make car-rides more fun

Effect(s): fewer traffic accidents, more free drive time driving car-rides

3. Cause(s): to provide access to the Internet for more people

Effect(s): increase in the number of people's connectedness

4. Cause(s): to provide free education opportunities to the under privileged and people with no free time

Effect(s): increase in literacy and higher education

12. Work with a partner. Do research on an innovation in one of the fields below and include the following points in your research. Then, share your findings with the rest of the class.

(F1, F3, S1)

Tell students that in the light of activities they have done so far on innovation, now it's time for them apply all this information in producing a work on the same topic. It's better to give them at least two days before they come to class to share their findings.

***Answer Key:* Students' own answers**

13. In pairs, ask and answer the following questions.

(F1, S2)

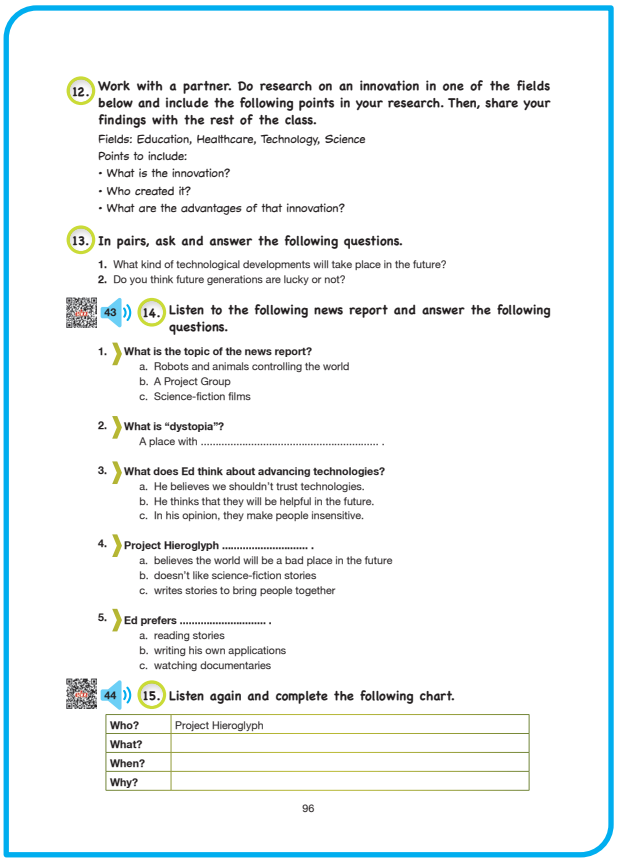
Tell students to work in pairs. They are expected to answer the questions individually, then, share their preferences with their pairs. Allow them to use dictionaries if necessary. When they are done, nominate some pairs and elicit their answers.

***Answer Key:* Students' own answers**

14. Listen to the following news report and answer the following questions.

(F1, L1, L2)

Tell students that they are going to listen to a news report. Allow them to read the sentences carefully before listening. Explain that they can underline some words in the sentences so that they can focus on them to get the correct answer. Then, play the recording twice with a one-minute-interval. When the recording ends, tell students to check their answers with their friends. Then, elicit the answers.



12. Work with a partner. Do research on an innovation in one of the fields below and include the following points in your research. Then, share your findings with the rest of the class.

Fields: Education, Healthcare, Technology, Science

Points to include:

- What is the innovation?
- Who created it?
- What are the advantages of that innovation?

13. In pairs, ask and answer the following questions.

1. What kind of technological developments will take place in the future?
2. Do you think future generations are lucky or not?

43 **14.** Listen to the following news report and answer the following questions.

1. What is the topic of the news report?
   a. Robots and animals controlling the world
   b. A Project Group
   c. Science-fiction films
2. What is "dystopia"?
   A place with ..... .
3. What does Ed think about advancing technologies?
   a. He believes we shouldn't trust technologies.
   b. He thinks that they will be helpful in the future.
   c. In his opinion, they make people insensitive.
4. Project Hieroglyph ..... .
   a. believes the world will be a bad place in the future
   b. doesn't like science-fiction stories
   c. writes stories to bring people together
5. Ed prefers ..... .
   a. reading stories
   b. writing his own applications
   c. watching documentaries

44 **15.** Listen again and complete the following chart.

Who?	Project Hieroglyph
What?	
When?	
Why?	

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Tapescript 43

Sylvia: This is Sylvia Johnson from WMTS news. Today, I'm reporting from our studio and our topic is "Is there hope for the future?" We discuss this topic again and again in our day. In fact, science-fiction films show the future worlds as dark and scary. In those films we see robots or animals trying to control the world. These movies are hopeless, sad, and frightening. The name for this kind of dark and scary future is dystopia. In other words, a place with unpleasant and bad things.

But some people think that the future will not be that depressing. I'm talking about a group of people who are writers, scientists, engineers, and artists. The name of the group is Project Hieroglyph. They came together in 2014. They write science-fiction stories about things, which can happen in the near future. They have already written a book about some environmentalists who fight against pollution in Antarctica. Everything about this story is realistic and can happen in the real world, too.

But what is the purpose in writing stories and books about the future? The editor of the project group is with me in the studio now. Hello, Ed. Before you tell us about the project, let me ask you this: What do you think about advancing technologies? Do you think they are good for humanity or not?

Ed: Of course, I believe improving technologies are here to help us in the long term. I know most people don't trust technology and in their opinion, technology makes people insensitive, but as far as I'm concerned, that's not the case.

Sylvia: I see. I think you have a point there. So, can you tell us about the project?

Ed: We believe that good science fiction stories can be very powerful. I mean good stories can bring people together and they can work together to make the world a better place. We can also teach people that technology can be a powerful tool for the future.

Sylvia: Don't you think a documentary could be more powerful than a story?

Ed: Maybe. But, in my opinion, stories are more effective. For example, I watched a documentary which was about technology and use of social media two years ago. And now, I can't remember anything about it. But stories that I read stay with me all the time. I still remember stories about doing good things. So I'd rather read a story than watch a documentary about the future of the world.

Sylvia: What can I say? I prefer stories, too. So, Ed, what do you think about advancing technologies?

Ed: Well, I strongly believe that technology will be extremely important; therefore, everyone should have basic computer skills.

Sylvia: I agree. For example, my cousin Gary, who is only 14 years old, can design his own tablet applications.

Ed: See? And he can help humankind in the future with the applications he designs.

Sylvia: You're right. So, there is hope for the future. Let's give a commercial break and when we come back, we'll talk more about *Project Hieroglyph*.

Answer Key:

1. b

2. unpleasant and bad things

3. b

4. c

5. a

15. Listen again and complete the following chart.

(F1, L1, L2)

Tell students that they are going to listen to the news report on a project group again. Allow them to revise the chart carefully before listening. Explain that they will complete the chart with the information from the news report. Then, play the recording once. When the recording ends, tell students to check their answers with their friends. Then, elicit the answers.

Tapescript 44

It's the same as Tapescript 43.

Answer Key:

WHO?: Project Hieroglyph

WHAT?: They write science-fiction stories about things, which can happen in the near future.

WHEN?: 2014

WHY?: Stories can bring people together who can work together to make the world a better place.

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16. Do you think technology is good for humanity? Why / Why not?

(P1)

Ask students to work in groups and discuss the benefits and harms of technology for humanity. Monitor them during the discussion. Finally, elicit some ideas from different groups.

Answer Key: ***Students' own answers***

ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 139 and do the exercises.

E-Portfolio

Read the piece of news below. Work in groups of four to write a similar online collaborative story and put it on your blog. Don't forget to include how the use of technology impacted the people in the story.

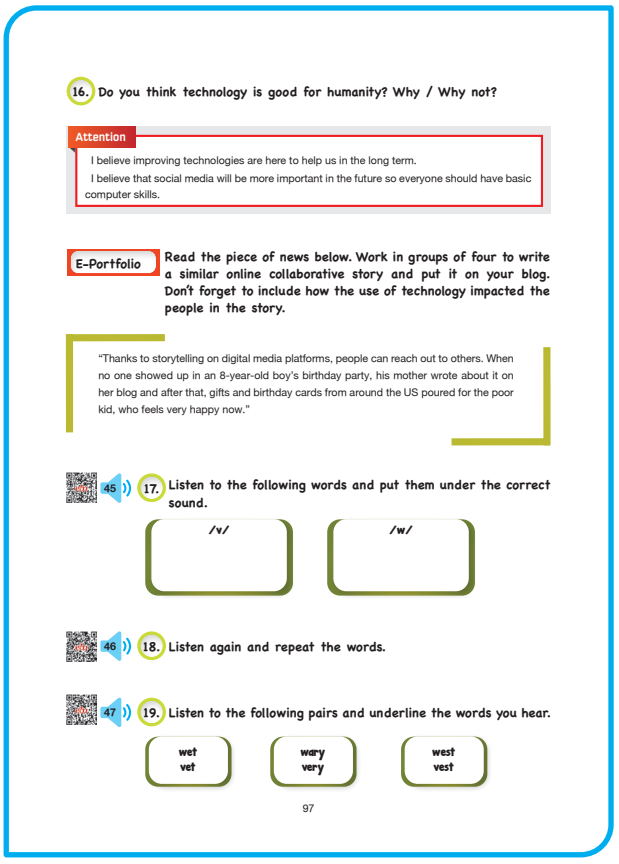
(W2)

Ask students to read the quote below and work in groups of four to write an online collaborative story similar to the one mentioned in the quote and put it on their blog. Remind them not to forget to include how the use of technology impacted the people in the story.

17. Listen to the following words and put them under the correct sound.

(P1)

Ask students whether they know the difference between the sounds /v/ and /w/. Explain them that while uttering /v/ sound, they need to put their upper teeth onto their lower lip and use their voice as their breath passes through the teeth and lower lip. And to produce the /w/ sound, they need to push their lips forward and say /u/, then, let the tongue and lower lip drop. Allow them practice first individually, then all together in the class. You may practice with two words they already know and use: "verb" and "where". Then, tell them that they are going to listen to some words and try to identify which sound is produced and write the words they


16. Do you think technology is good for humanity? Why / Why not?

Attention

I believe improving technologies are here to help us in the long term.
I believe that social media will be more important in the future so everyone should have basic computer skills.

E-Portfolio Read the piece of news below. Work in groups of four to write a similar online collaborative story and put it on your blog. Don't forget to include how the use of technology impacted the people in the story.

"Thanks to storytelling on digital media platforms, people can reach out to others. When no one showed up in an 8-year-old boy's birthday party, his mother wrote about it on her blog and after that, gifts and birthday cards from around the US poured for the poor kid, who feels very happy now."

45 17. Listen to the following words and put them under the correct sound.

/v/ /w/

46 18. Listen again and repeat the words.

47 19. Listen to the following pairs and underline the words you hear.

wet vet | wary very | west vest

97

hear to the appropriate box. Play the recording twice. Then, check the answers. If necessary, you can play the recording more than twice.

Tapescript 45

1. world wide web
2. video
3. vase
4. white

Answer Key:

/v/	***/w/***
video	***world wide web***
vase	***white***

18. Listen again and repeat the words.

(P1)

Now, tell students they are going to listen to the words again. This time, pause the recording after each word and ask students to repeat the words with correct pronunciation. Start with individual repetition, then go on with the whole class repetition until you hear the correct pronunciation. You may play the recording more than once if necessary.

Tapescript 46

It's the same as Tapescript 45.

19. Listen to the following pairs and underline the words you hear.

(P1)

Tell students they are going to hear some word pairs with /v/ and /w/ sound. First, allow them to read the words in the exercise. You may also allow them to utter the words themselves to check their proficiency. Then, play the recording twice without any intervals. After they finish the task, tell them to share their answers with their peers. Finally, elicit the answers and go on practicing if necessary.

Tapescript 47

1. wet 2. very 3. west

Answer Key:

1. wet 2. very 3. west

Video-Blog

a. Prepare a Vlog (Video-blog) introducing yourself and your culture. Talk about the following points:

- **Your age / Hometown / Personality**
- **Family**
- **A special dish of your hometown**
- **A special day in your culture**

b. Watch the videos. Give / receive feedback about your videos.

(F4)

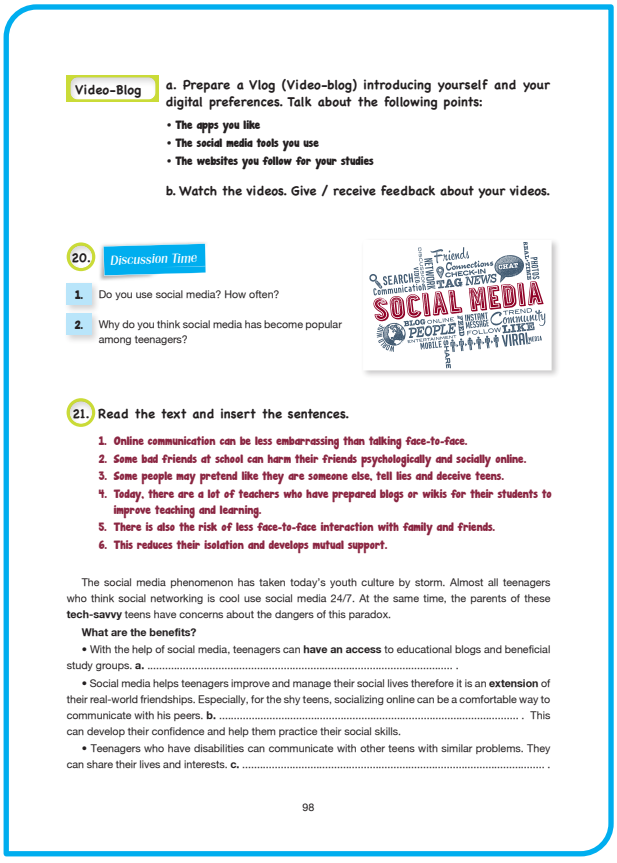
Tell students that they will prepare a Vlog. It will cover topics like introducing themselves and their culture. Remind them that they need to focus on given prompts: details about themselves, families, their hometown and their culture. Make sure that they watch their videos and give / receive feedback about their videos.

Answer Key: ***Students' own answers***

20. Discussion Time

(F1, S2)

Remind students the purpose of this section and ask them to think about the questions first individually and then, discuss their answers with their partners. Finally, ask students to share their opinions with the class.



Video-Blog a. Prepare a Vlog (Video-blog) introducing yourself and your digital preferences. Talk about the following points:

- The apps you like
- The social media tools you use
- The websites you follow for your studies

b. Watch the videos. Give / receive feedback about your videos.

20. Discussion Time

1. Do you use social media? How often?
2. Why do you think social media has become popular among teenagers?

21. Read the text and insert the sentences.

1. Online communication can be less embarrassing than talking face-to-face.
2. Some bad friends at school can harm their friends psychologically and socially online.
3. Some people may pretend like they are someone else, tell lies and deceive teens.
4. Today, there are a lot of teachers who have prepared blogs or wikis for their students to improve teaching and learning.
5. There is also the risk of less face-to-face interaction with family and friends.
6. This reduces their isolation and develops mutual support.

The social media phenomenon has taken today's youth culture by storm. Almost all teenagers who think social networking is cool use social media 24/7. At the same time, the parents of these **tech-savvy** teens have concerns about the dangers of this paradox.

What are the benefits?

• With the help of social media, teenagers can **have an access** to educational blogs and beneficial study groups. **a.** ..... .

• Social media helps teenagers improve and manage their social lives therefore it is an **extension** of their real-world friendships. Especially, for the shy teens, socializing online can be a comfortable way to communicate with his peers. **b.** ..... . This can develop their confidence and help them practice their social skills.

• Teenagers who have disabilities can communicate with other teens with similar problems. They can share their lives and interests. **c.** ..... .

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Answer Key: ***Students' own answers***

21. Read the text and insert the sentences.

(F1, F2)

Tell students to read the following text and complete the missing information with the sentences given. Remind them to pay attention to the sequence of events and do the activity accordingly. Make sure students work individually and nominate students to check the answers together.

Answer Key:

a. 4, b. 1, c. 6, d. 2, e. 5, f. 3

22. Read the text in exercise 21 again and match the following definitions with the vocabulary items from the text.

(F1, F2, R2)

Tell students to look at the definitions and the vocabulary items from the text first. Tell them to scan the text to find out the correct definitions of each word. Remind them that contextual meaning is also important and some words may have more than one meaning. Monitor them as they do the task individually and do not interfere unless they need help. After they finish, elicit the answers.

Answer Key:

1. f. pretend

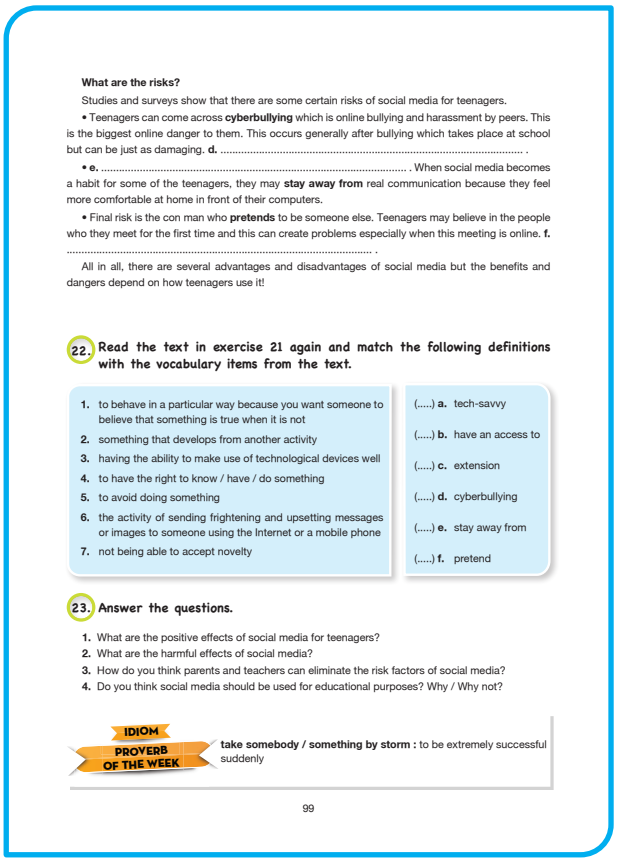
2. c. extension

3. a. tech-savvy

4. b. have an access to

5. e. stay away from

6. d. cyberbullying



What are the risks?

Studies and surveys show that there are some certain risks of social media for teenagers.

• Teenagers can come across **cyberbullying** which is online bullying and harassment by peers. This is the biggest online danger to them. This occurs generally after bullying which takes place at school but can be just as damaging. **d.** ..... .

• **e.** ..... . When social media becomes a habit for some of the teenagers, they may **stay away from** real communication because they feel more comfortable at home in front of their computers.

• Final risk is the con man who **pretends** to be someone else. Teenagers may believe in the people who they meet for the first time and this can create problems especially when this meeting is online. **f.** ..... .

All in all, there are several advantages and disadvantages of social media but the benefits and dangers depend on how teenagers use it!

22. Read the text in exercise 21 again and match the following definitions with the vocabulary items from the text.

1. to behave in a particular way because you want someone to believe that something is true when it is not
2. something that develops from another activity
3. having the ability to make use of technological devices well
4. to have the right to know / have / do something
5. to avoid doing something
6. the activity of sending frightening and upsetting messages or images to someone using the Internet or a mobile phone
7. not being able to accept novelty

(.....) **a.** tech-savvy
(.....) **b.** have an access to
(.....) **c.** extension
(.....) **d.** cyberbullying
(.....) **e.** stay away from
(.....) **f.** pretend

23. Answer the questions.

1. What are the positive effects of social media for teenagers?
2. What are the harmful effects of social media?
3. How do you think parents and teachers can eliminate the risk factors of social media?
4. Do you think social media should be used for educational purposes? Why / Why not?

IDIOM PROVERB OF THE WEEK

take somebody / something by storm : to be extremely successful suddenly

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23. Answer the questions.

(F1, F2, R2)

Ask students to work in pairs and answer the questions. Elicit the answers and ask for clarification.

Answer Key:

1. Teenagers can have access to educational blogs, they can improve and manage their social lives, which will develop their confidence and disabled teenagers can communicate with other teens and share their lives.

2. Teenagers can come across cyberbullying, they can prefer only online communication instead of face-to-face communication and a con man can deceive them.

3. They should control teenagers' activities and put some limits.

4. Students' own answers

IDIOM / PROVERB OF THE WEEK

Remind students what an idiom / proverb is and ask them to discuss the meaning of this idiom and ask them to think about situations in which they can use this idiom such as "Which actor/actress has taken the teenagers by storm recently?"

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24. Read the definition of "netiquette" and tick the rules of netiquette you follow in the list below.

(W1)

Tell students to read the definition of the word "netiquette" and discuss the issue in pairs. Then, elicit answers from students individually.

Answer Key: ***Students' own answers***

25. Work in pairs. Read the paragraph on the importance of e-mail netiquette and answer the following questions.

(W1)

Tell students that they will be reading a paragraph on the causes and effects of following e-mail netiquette rules. Before they read, make them guess what could be mentioned in the text. After they do that, elicit answers from students. Finally, tell them to read the paragraph and answer the questions about it. When they finish, elicit answers from pairs.

Answer Key:

1. If we want people to take us seriously, we should show that in our e-mails by being polite, professional, and following punctuation and grammar rules and when we follow the e-mail netiquette rules, such as using a formal language, we express our ideas and / or requests clearly.

2. This prevents misunderstandings between us and the people we are writing to and If we don't do that, people might think we are disrespectful and not serious. As a result, our correspondence cannot be beneficial for us.

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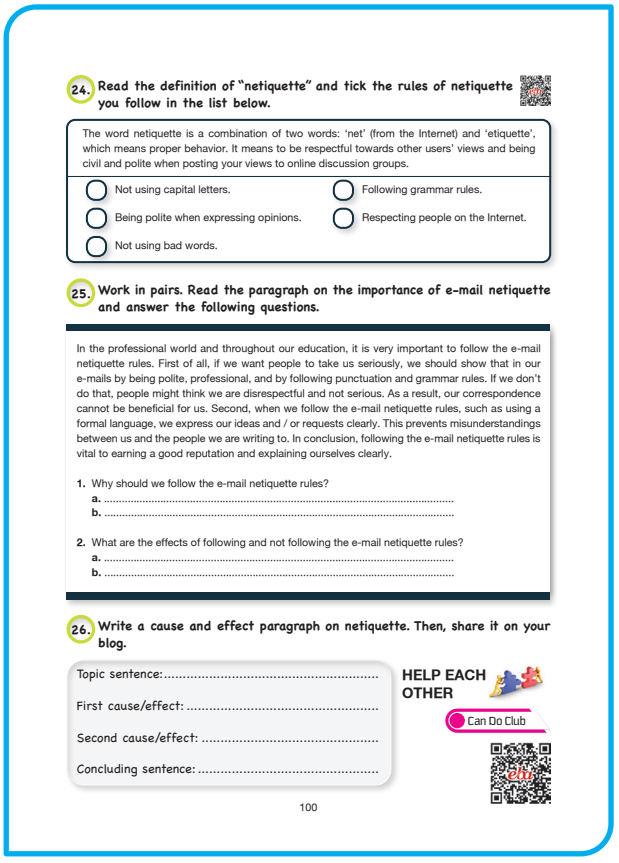

24. Read the definition of "netiquette" and tick the rules of netiquette you follow in the list below.

The word netiquette is a combination of two words: 'net' (from the Internet) and 'etiquette', which means proper behavior. It means to be respectful towards other users' views and being civil and polite when posting your views to online discussion groups.

- ☐ Not using capital letters.
- ☐ Following grammar rules.
- ☐ Being polite when expressing opinions.
- ☐ Respecting people on the Internet.
- ☐ Not using bad words.

25. Work in pairs. Read the paragraph on the importance of e-mail netiquette and answer the following questions.

In the professional world and throughout our education, it is very important to follow the e-mail netiquette rules. First of all, if we want people to take us seriously, we should show that in our e-mails by being polite, professional, and by following punctuation and grammar rules. If we don't do that, people might think we are disrespectful and not serious. As a result, our correspondence cannot be beneficial for us. Second, when we follow the e-mail netiquette rules, such as using a formal language, we express our ideas and / or requests clearly. This prevents misunderstandings between us and the people we are writing to. In conclusion, following the e-mail netiquette rules is vital to earning a good reputation and explaining ourselves clearly.

1. Why should we follow the e-mail netiquette rules?
   a. .....
   b. .....
2. What are the effects of following and not following the e-mail netiquette rules?
   a. .....
   b. .....

26. Write a cause and effect paragraph on netiquette. Then, share it on your blog.

Topic sentence: .....

First cause/effect: .....

Second cause/effect: .....

Concluding sentence: .....

HELP EACH OTHER

Can Do Club

100

26. Write a cause and effect paragraph on netiquette. Then, share it on your blog.

(W1)

Tell students that they will be writing a similar paragraph to the one in activity 25 and that they will share it on their blog.

Answer Key: ***Students' own answers***

HELP EACH OTHER

Tell your students to work in pairs and read their friend's paragraph to give them feedback by using the mini-rubric.

CAN DO CLUB

Can Do Club parts contain statements for students to check how much they have acquired. Have your students go to page 129 and fill in the table.

THEME 8 ATTENTION ANSWER KEY

1. Rewrite the following sentences using the prompts given in parentheses.

1. 1999 is the year when I graduated from university.

2. I believe social media tools which many people use are important.

3. Tablets that you can use for many purposes are practical devices.

4. Have you met Azra, who is one of the best students in the class?

5. My little sister doesn't like dolls which look scary.

2. Complete the sentences using "who", "which", "that", "when", or "—".

1. which
2. when / —
3. when / —
4. who
5. that / who

3. Read the following sentences and underline the correct alternative.

1. who
2. who
3. which
4. that
5. when

4. Complete the following sentences with your own words. Then, share your answers with your partner. Use "because, so, therefore".

Students' own answers

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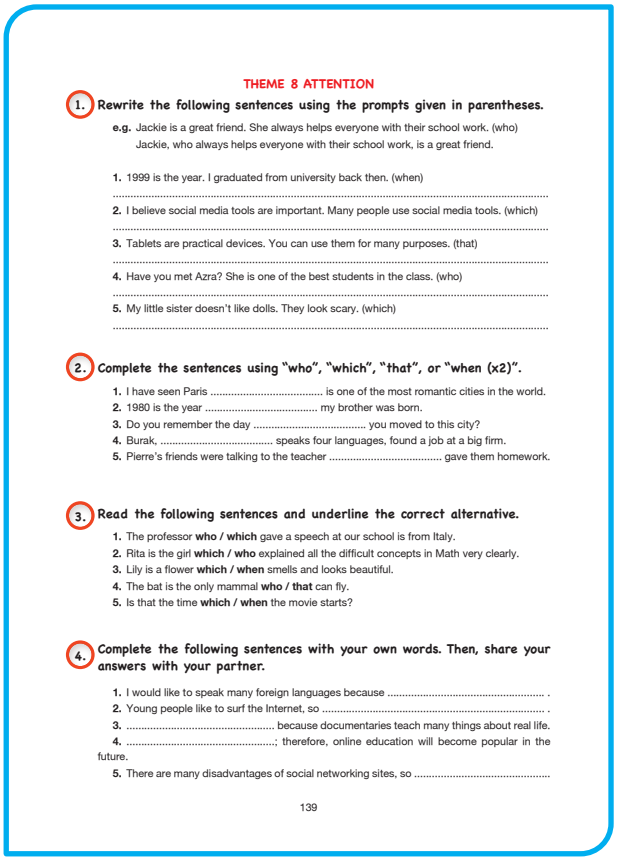

THEME 8 ATTENTION

1. **Rewrite the following sentences using the prompts given in parentheses.**

e.g. Jackie is a great friend. She always helps everyone with their school work. (who)
Jackie, who always helps everyone with their school work, is a great friend.

1. 1999 is the year. I graduated from university back then. (when)
.....

2. I believe social media tools are important. Many people use social media tools. (which)
.....

3. Tablets are practical devices. You can use them for many purposes. (that)
.....

4. Have you met Azra? She is one of the best students in the class. (who)
.....

5. My little sister doesn't like dolls. They look scary. (which)
.....

2. **Complete the sentences using "who", "which", "that", or "when (x2)".**

1. I have seen Paris ..... is one of the most romantic cities in the world.
2. 1980 is the year ..... my brother was born.
3. Do you remember the day ..... you moved to this city?
4. Burak, ... speaks four languages, found a job at a big firm.
5. Pierre's friends were talking to the teacher ..... gave them homework.

3. **Read the following sentences and underline the correct alternative.**

1. The professor **who / which** gave a speech at our school is from Italy.
2. Rita is the girl **which / who** explained all the difficult concepts in Math very clearly.
3. Lily is a flower **which / when** smells and looks beautiful.
4. The bat is the only mammal **who / that** can fly.
5. Is that the time **which / when** the movie starts?

4. **Complete the following sentences with your own words. Then, share your answers with your partner.**

1. I would like to speak many foreign languages because ..... .
2. Young people like to surf the Internet, so ..... .
3. ..... because documentaries teach many things about real life.
4. .....; therefore, online education will become popular in the future.
5. There are many disadvantages of social networking sites, so .....

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THEME 8 WORKBOOK

1. Are you an Internet addict? Do the test and find out!

1. Do you stay online longer than your friends?
   0. never or rarely 1. sometimes 2. often or regularly
2. Do you think that life without the Internet is boring?
   0. never or rarely 1. sometimes 2. often or regularly
3. Do you sleep less because you are online late at night?
   0. never or rarely 1. sometimes 2. often or regularly
4. Do you feel depressed, or nervous when you are off-line?
   0. never or rarely 1. sometimes 2. often or regularly

Student's own answers

0-2 No Internet addiction
3-5 Internet addiction possible
6-8 You're an Internet addict!

2. Work in pairs. Do you agree or disagree with the following statement? Use the following phrases in the box in your response.

I believe
I prefer
I think
In my opinion
I'd rather

Student's own answers

"Printed books are better than reading audio books or digital books."

3. Read the following complaint from a concerned parent and fill in the blanks with words from the box. There are extra words in the box.

In recent years, technology has developed very quickly. Almost everyone has computers, **1.** tablets, and smart phones. As a result, people do not prefer face-to-face communication. Instead, they prefer to communicate on **2.** digital platforms on their electronic **3.** devices .
Especially, teenagers spend a lot of time **4.** online talking to their friends. According to recent research, teenagers mostly use **5.** social media tools instead of doing research for their school work. Also, teenagers go to bed late and only become **6.** offline when they are sleeping. Another problem about unsupervised use of the Internet by teenagers is **7.** cyberbullying . That is, generally children and teenagers use cell phones, e-mail, or social networking sites such as Facebook and Twitter to stalk, threaten or frighten someone. This is terrible! We must do something about this destructive habit before it's too late!

digital **devices**
social media **tablets**
application **offline**
netiquette **cyberbullying**
online

4. Work in pairs. Read the beginning of a story about a young boy who was cyberbullied by his classmates. Then, write an ending for this story.

Ahmed was a very gentle boy, who was a top student in his class. However, after he opened a social media account, people he didn't know started to leave nasty comments under Ahmed's posts. This made Ahmed very sad. When he found out that the people who left these comments were his classmates, he got depressed. .....

Student's own answers

5. Now, write a paragraph about cyberbullying.
Use: because, so, as a result, therefore

Student's own answers

6. Match the sentences with the correct parts.

(d)	1. 1453 is the year	a.	which I told you about
(e)	2. Jamie is my friend	b.	who is our Geography teacher
(f)	3. It is a great story	c.	when we have our Math exam
(b)	4. Do you know Gülay Yıldırım, ... ?	d.	when Fatih Sultan Mehmet conquered İstanbul
(c)	5. Next Tuesday is the day	e.	who is the most hardworking student in our class
(a)	6. That's the house, ...	f.	that you published in our school's journal

7. Read the following sentences and combine them using the prompts given.

Snakes are carnivores. They eat only small animals, insects, and some small mammals. **(that)**

Snakes are carnivores that eat only small animals, insects, and some small mammals.

The Titanic was a huge ship. It unfortunately sank during its first trip. **(which)**

The Titanic was a huge ship which used the S.O.S signal for the first time.

Lemons are technically berries. Lemons are good for sore throat and they are anti-bacterial. **(which)**

Lemons which are good for sore throat and anti-bacterial are technically berries.

Babies are very cute. They are born with natural swimming abilities. **(who)**

Babies who are born with natural swimming abilities are very cute.

In the 13th century, tennis players were very strong. They used to use their hands before racquets. **(who)**

Tennis players who were very strong used to use their hands before racquets in the 13th century.

THEME 9

MODERN HEROES AND HEROINES

FUNCTIONS (F)

F1 Talking about imaginary situations

F2 Expressing wishes

F3 Guessing meaning from the context

SKILLS

Listening (L)

L1 Students will be able to recognize the phrases related to imaginary situations in a recorded text.

L2 Students will be able to make use of contextual clues to infer meanings of unfamiliar words from a video about cartoons and superheroes/ heroines.

Pronunciation (P)

P1 Students will be able to practice the contraction of "I would".

Speaking (S)

S1 Students will be able to talk about their personal hero (who he/she is and why he/she is their hero/heroine).

S2 Students will be able to talk about what they would do if they were a hero(ine).

Reading (R)

R1 Students will be able to guess the meaning of unfamiliar vocabulary using contextual clues from a text about modern heroes and heroines.

R2 Students will be able to interpret a text to identify the author's wishes.

Writing (W)

W1 Students will be able to write a paragraph imagining themselves as a hero/heroine.

Warm up

Ask students which superpowers they would like to have if possible: strength, invisibility, being able to fly, flexibility etc. and why. Tell students to work in groups and write down five things that they would do to make the world a better place if they had superpowers like those. Write their opinions on the board and ask them to vote for the best three ideas.

NOTES

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1. Did you have a hero or a heroine when you were a child? If yes, talk about him / her.

(F1, S1)

Ask students whether they had a hero or heroine when they were a child. Tell them to describe the hero(ine) in details. Students may first work in groups and share their ideas. Then, you can nominate some students to elicit answers.

> ***Answer Key:*** ***Students' own answers***

2. What qualities should superheroes / superheroines have? What would you do if you were a hero(ine)? Discuss in groups. Share your ideas with other classmates.

(F1, S2)

Ask students which qualities a superhero or superheroine should have and why. Tell them to describe the qualities in details. Students work in groups and share their ideas. Then, you can nominate some groups to elicit their answers.

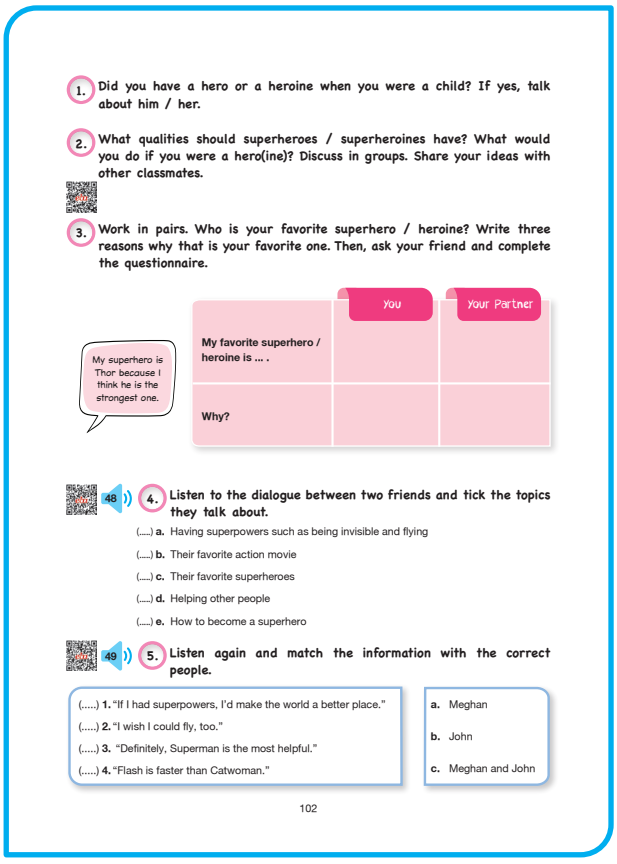
> ***Suggested Answers:***
>
> ***strong, brave, just, hardworking, determined, patient, patriotic, etc.***

3. Work in pairs. Who is your favorite superhero / heroine? Write three reasons why that is your favorite one. Then, ask your friend and complete the questionnaire.

(F1, S1)

Ask students to work in pairs and talk about their superhero or heroine. Remind them that they can take notes to the space provided, noting down their three reasons. When they finish, elicit some answers and write them on the board. Then, they can discuss the common reasons as a whole class.

> ***Answer Key:*** ***Students' own answers***



1. Did you have a hero or a heroine when you were a child? If yes, talk about him / her.

2. What qualities should superheroes / superheroines have? What would you do if you were a hero(ine)? Discuss in groups. Share your ideas with other classmates.

3. Work in pairs. Who is your favorite superhero / heroine? Write three reasons why that is your favorite one. Then, ask your friend and complete the questionnaire.

	You	Your Partner
My favorite superhero / heroine is		
Why?		

My superhero is Thor because I think he is the strongest one.

48 4. Listen to the dialogue between two friends and tick the topics they talk about.

(....) a. Having superpowers such as being invisible and flying
(....) b. Their favorite action movie
(....) c. Their favorite superheroes
(....) d. Helping other people
(....) e. How to become a superhero

49 5. Listen again and match the information with the correct people.

(.....) 1. "If I had superpowers, I'd make the world a better place."
(.....) 2. "I wish I could fly, too."
(.....) 3. "Definitely, Superman is the most helpful."
(.....) 4. "Flash is faster than Catwoman."

a. Meghan
b. John
c. Meghan and John

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4. Listen to the dialogue between two friends and tick the topics they talk about.

(F1, F2, L1)

Tell students that they are going to listen to a dialogue between two friends about superheroes. Allow them to read the given phrases carefully before listening. Explain that some of the phrases are irrelevant and students are expected to tick the topics that two friends talk about. Then, play the recording twice with one minute interval. When the recording ends, tell students to check their answers with their friends. Then, elicit the answers.

> **Tapescript 48**
>
> **Meghan:** Hey, John. Did you see the latest superhero movie?
>
> **John:** Hi, Meghan. Yes, I did. It was astounding. It was better than the last one: Full of action and jokes.
>
> **Meghan:** You're right. It was amazing. Do you enjoy movies with superheroes?

John: I do. I am really fond of them. I wish I were a superhero, too because if I were a superhero, I would have superpowers and if I had superpowers, I'd make the world a better place.

Meghan: That would be very nice, John. The world sometimes needs superheroes. Which superpowers would you like to have if you were a superhero?

John: If I were a superhero, my superpowers would be flying and being invisible. I'd go to different places very quickly and listen to secret conversations.

Meghan: Yes, I wish I could fly, too and also, being invisible is also a great superpower.

John: If I were a superhero, I would help other people. I'd bring food and clothes for poor people. This would provide some relief for these people experiencing hard times.

Meghan: Yes, I would help other people, too. Being a superhero must be fun. No one can hurt you because you're the strongest.

John: Who is your favorite superhero, Meghan?

Meghan: Well, Catwoman is my favorite superhero because she is the fastest.

John: I don't think so. Don't you know Flash? Flash is unquestionably faster than Catwoman. No one can argue the opposite.

Meghan: Oh, you're right. But, I still think Catwoman is more powerful than Flash. Don't you think so?

John: Yes, she is more powerful. Who do you think is the most helpful superhero? I believe it's Superman.

Meghan: Definitely, Superman is the most helpful. Now, I think it's time for the real world. We have an exam on Friday. Our superpower is to study. In fact, I believe we'll cram for this exam. This means no sleep for us tonight.

John: You're right. We're super students; so let's go to the library and study.

Answer Key: ***a (✔), c (✔)***

5. Listen again and match the information with the correct people.

(F1, F2, L1)

Tell students that they are going to listen to the dialogue between two friends about superheroes again. First, allow them to read the given sentences carefully before listening. Explain that the sentences are the utterances of Meghan and John and students are expected to match each sentence with the correct person. Then, play the recording once. When the recording ends, tell students to check their answers with their friends. Then, elicit the answers.

Tapescript 49

It's the same as Tapescript 48.

Answer Key:

(b) 1. "If I had superpowers, I'd make the world a better place."

(a) 2. "I wish I could fly, too."

(a) 3. "Definitely, Superman is the most helpful."

(c) 4. "Flash is faster than Catwoman.

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6. Listen to the parts of the dialogue in exercise 4 and choose the alternative closest in meaning to the underlined words.

(F3, L2)

Tell students to read the sentences and check the underlined words so that they can guess the meaning of these words with their partners. Then, play the recording for students to decide the meaning of the words. Once they finish, elicit answers from students individually.

Tapescript 50

1. Meghan: Hey, John. Did you see the latest superhero movie?

John: Hi, Meghan. Yes, I did. It was astounding. It was better than the last one: Full of action and jokes.

2. John: If I were a super hero, I would help other people. I'd bring food and clothes for poor people. This would provide some relief for these people experiencing hard times.

3. John: I don't think so. Don't you know Flash? Flash is unquestionably faster than Catwoman. No one can argue the opposite.

4. Meghan: Definitely, Superman is the most helpful. Now, I think it's time for the real world. We have an exam on Friday. Our superpower is to study. In fact, I believe we'll cram for this exam. This means no sleep for us tonight.

Answer Key: ***1. c, 2. a, 3. c, 4. b***

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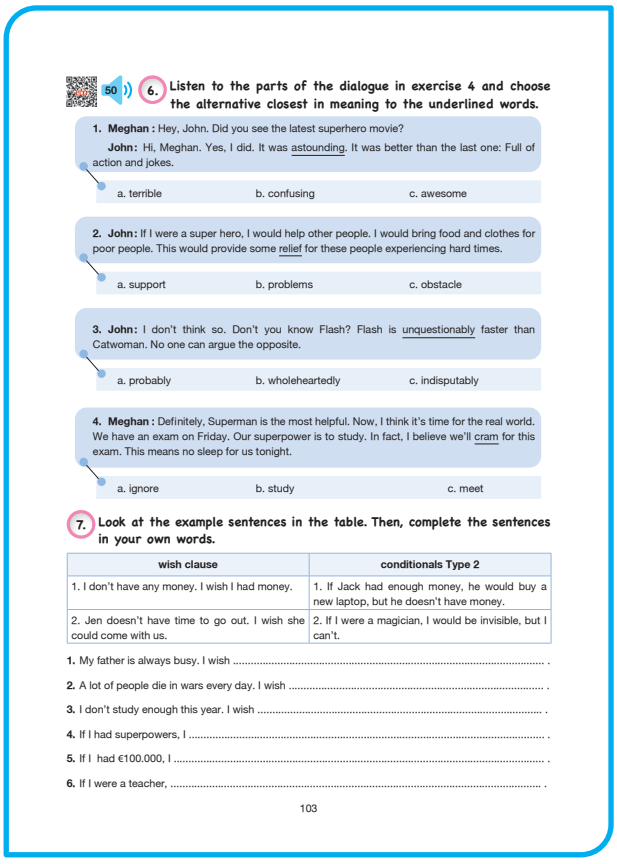

50 6. **Listen to the parts of the dialogue in exercise 4 and choose the alternative closest in meaning to the underlined words.**

1. **Meghan :** Hey, John. Did you see the latest superhero movie?
John: Hi, Meghan. Yes, I did. It was astounding. It was better than the last one: Full of action and jokes.

a. terrible b. confusing c. awesome

2. **John:** If I were a super hero, I would help other people. I would bring food and clothes for poor people. This would provide some relief for these people experiencing hard times.

a. support b. problems c. obstacle

3. **John:** I don't think so. Don't you know Flash? Flash is unquestionably faster than Catwoman. No one can argue the opposite.

a. probably b. wholeheartedly c. indisputably

4. **Meghan :** Definitely, Superman is the most helpful. Now, I think it's time for the real world. We have an exam on Friday. Our superpower is to study. In fact, I believe we'll cram for this exam. This means no sleep for us tonight.

a. ignore b. study c. meet

7. **Look at the example sentences in the table. Then, complete the sentences in your own words.**

wish clause	conditionals Type 2
1. I don't have any money. I wish I had money.	1. If Jack had enough money, he would buy a new laptop, but he doesn't have money.
2. Jen doesn't have time to go out. I wish she could come with us.	2. If I were a magician, I would be invisible, but I can't.

1. My father is always busy. I wish .....
2. A lot of people die in wars every day. I wish .....
3. I don't study enough this year. I wish .....
4. If I had superpowers, I .....
5. If I had €100.000, I .....
6. If I were a teacher, ...

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7. Look at the example sentences in the table. Then, complete the sentences in your own words.

(F2)

Tell students to read the sentences by themselves and allocate 5 minutes to think about their answers. After they finish, tell them to share their answers with the rest of the class.

Suggested Answers:

1. I wish he had more time.

2. I wish all people lived in peace.

3. I wish I had studied harder.

4. If I had superpowers, I would fly.

5. If I had €100.000, I would help poor people.

6. If I were a teacher, I would help all my students.

8. Listen to the following sentences and tick the sound you hear.

(P1)

Ask students to listen to the sentences one by one and focus on the modal "would". They are expected to differentiate between "would" and "'d". Play the recording once. Then, elicit the answers. Finally, play the recording again and let students check their answers. You can also ask some students repeat the sentences in the end.

Tapescript 51

1. If I were a superhero, I would have superpowers.

2. I'd make the world a better place.

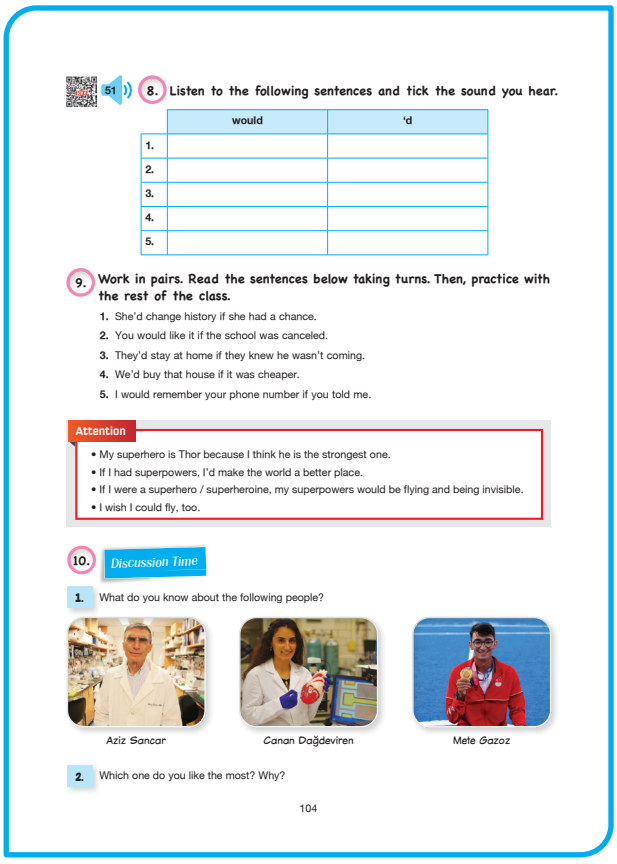
3. I'd go to different places very quickly.

4. I'd bring food and clothes for poor people.

5. My superpowers would be flying and being invisible.

Answer Key:

	would	'd
1.	✔	
2.		✔
3.		✔
4.		✔
5.	✔	



51 8. Listen to the following sentences and tick the sound you hear.

	would	'd
1.		
2.		
3.		
4.		
5.		

9. Work in pairs. Read the sentences below taking turns. Then, practice with the rest of the class.

1. She'd change history if she had a chance.
2. You would like it if the school was canceled.
3. They'd stay at home if they knew he wasn't coming.
4. We'd buy that house if it was cheaper.
5. I would remember your phone number if you told me.

Attention

- My superhero is Thor because I think he is the strongest one.
- If I had superpowers, I'd make the world a better place.
- If I were a superhero / superheroine, my superpowers would be flying and being invisible.
- I wish I could fly, too.

10. Discussion Time

1. What do you know about the following people?

2. Which one do you like the most? Why?

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ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 140 and do the exercises.

9. Work in pairs. Read the sentences below taking turns. Then, practice with the rest of the class.

(P1)

After exercise 8, tell students to take turns with their partners to pronounce the contracted form and the long form of would. Allocate 5 minutes for the practice while monitoring them. Then, elicit answers from students individually. Remind students that in spoken language, contracted forms are more common and, thus, need to be practiced.

10. Discussion Time

Remind students the purpose of this section and ask them to think about the questions first individually and then, discuss their answers with their partners. Finally, ask students to share their opinions with the class.

***Answer Key:* Students' own answers**

11. Read the texts and insert the following sentences.

(F3)

Tell students to read the following texts carefully and complete the missing information with the sentences given. Remind them to pay attention to the sequence of events and the story timeline and do the activity accordingly. Make sure students work individually and when they finish, nominate students to check the answers together.

Answer Key: ***a. 3, b. 1, c. 2***

11. Read the texts and insert the following sentences.

1. These procedures result in complication risks and additional healthcare costs
2. After that, he represented Türkiye at the 2016 Summer Olympics held in Brazil
3. This work has increased our understanding of three important concepts: how the living cell works, the causes of cancer, and aging processes

Aziz Sancar is our national modern hero because he is the first Turkish person to receive a Nobel Prize in Chemistry. He was born in Mardin in a poor family. His parents didn't have any education but they believed education was very **central** to the success of their children. Sancar studied at İstanbul University. Then, in 1977, he went to the U.S., where he received his doctorate at the University of Texas. In 1983, by studying various types of bacteria, Aziz Sancar showed how certain protein molecules repair DNA.
a. ..... . Aziz Sancar donated his original Nobel Prize golden medal and certificate to the mausoleum of Mustafa Kemal Atatürk, with a presidential ceremony on 19 May 2016. He wants to **combat** ignorance by creating educational opportunities for young people around the world.

I think Canan Dağdeviren is a modern heroine because she is the first Turkish physics engineer to be accepted as a Junior Fellow of Harvard at Harvard University and she is currently working at Massachusetts Institute of Technology. She graduated from Physics Engineering Department at Hacettepe University in 2007. Her research includes implantable medical devices. These devices can be **implanted** inside a person's body. However, present systems have some limitations such as batteries as they must be changed frequently through surgical procedures. **b.** ..... . Canan Dağdeviren has been developing biocompatible medical devices. They get their energy from the natural motion of the heart, lung, and diaphragm. Dağdeviren states that her love of science started with two things: Receiving a book on Marie Curie from her father, who **brought her up** and getting another book from Erdal İnönü, named Anılar ve Düşünceler.

Mete Gazoz is a modern hero because he is one of the most talented and youngest national archers in Türkiye. He was born in 1999 in İstanbul and he was only 11 years old when he started archery in 2010. The right-handed archer made his first international **debut** in 2013 when he took part in the 2013 World Archery Youth Championship in China. He represented his country internationally for the first time and won the silver medal there. He participated in the 2014 Summer Youth Olympics in China. He then won two other silver medals at the European Youth Cup Circuit 2015 in Austria and the World Indoor Archery Championships in Türkiye. **c.** ..... . He won the bronze medal at the 2017 World Archery Youth Championships in Argentina with his teammate, Yasemin Anagöz and in the following year, he claimed a silver medal in the U.S. in addition to the gold medal during the 2018 Mediterranean Games. Mete Gazoz followed his dreams and finally he managed to win the gold medal in men's individual archery at Tokyo Olympic Games in 2020 and he brought his country its first-ever Olympic medal in archery. He is a very hard working and determined sportsperson. He never stops practicing and he is a great role model for young people.

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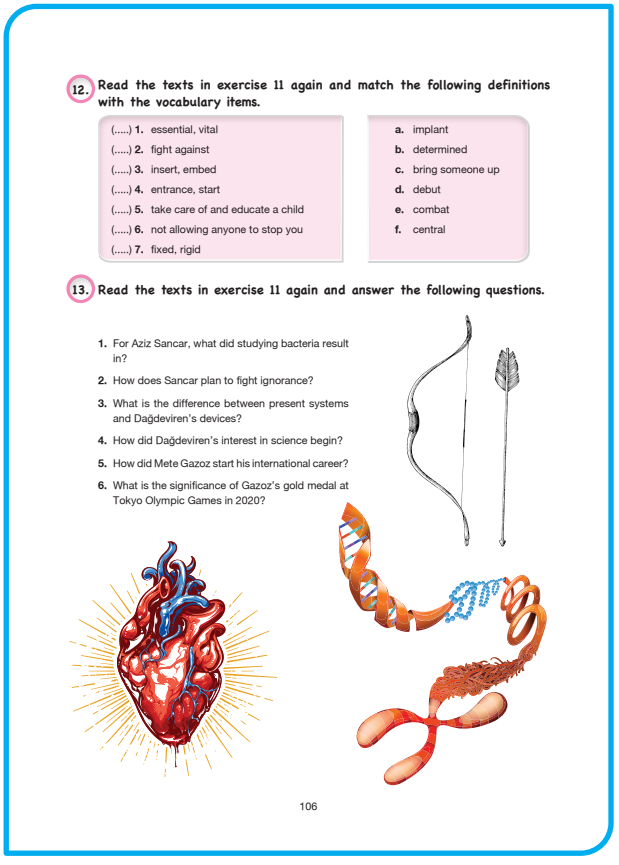
12. Read the texts in exercise 11 again and match the following definitions with the vocabulary items.

(F3, R1)

Tell students to look at the definitions and the vocabulary items from the text first. Tell them to scan the text to find out the correct definitions of each word. Remind them that contextual meaning is also important and some words may have more than one meaning. Monitor them as they do the task individually and do not interfere unless they need help. After they finish, elicit the answers.

Answer Key: ***1. f, 2. e, 3. a, 4. d, 5. c, 6. b***



12. Read the texts in exercise 11 again and match the following definitions with the vocabulary items.

(.....) 1. essential, vital	a. implant
(.....) 2. fight against	b. determined
(.....) 3. insert, embed	c. bring someone up
(.....) 4. entrance, start	d. debut
(.....) 5. take care of and educate a child	e. combat
(.....) 6. not allowing anyone to stop you	f. central
(.....) 7. fixed, rigid	

13. Read the texts in exercise 11 again and answer the following questions.

1. For Aziz Sancar, what did studying bacteria result in?
2. How does Sancar plan to fight ignorance?
3. What is the difference between present systems and Dağdeviren's devices?
4. How did Dağdeviren's interest in science begin?
5. How did Mete Gazoz start his international career?
6. What is the significance of Gazoz's gold medal at Tokyo Olympic Games in 2020?

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13. Read the texts in exercise 11 again and answer the following questions.

(F3, R1)

This time, tell students to read the texts carefully to answer the following questions. Monitor them as they do the task in pairs and do not interfere unless they need help. After they finish, ask them to share their answers with the rest of the class.

Answer Key:

1. Sancar showed how certain protein molecules and certain repair enzymes, repair DNA which is damaged by ultraviolet (UV) light.

2. By creating educational opportunities for young people around the world.

3. Current implantable devices work on batteries, but Dağdeviren's devices get their energy from the natural motion of the heart, lung, and diaphragm.

4. Two things initiated her interest in science: Receiving a book on Marie Curie as a present from her father, who was influential in bringing her up and getting another book from Erdal İnönü, named Anılar ve Düşünceler

5. He took part in the 2013 World Archery Youth Championship in China to represent Türkiye.

6. He brought his country its first-ever Olympic medal in archery.

14. Work in groups and discuss how the values below contribute to the heroic nature of the people mentioned in exercise 11.

Tell students to work in groups and discuss how the values below contribute to the heroic nature of the people mentioned in exercise 10. Remind them to support their ideas with examples and explanations from the reading text. Monitor them during the activity and finally, elicit some answers.

Suggested Answers:

Altruism: A. Sancar wants to fight ignorance and educate people. Canan Dağdeviren is working on implantable devices to better everyone's health. Kenan Sofuoğlu supports young people by allowing them to use the race track he built for them.

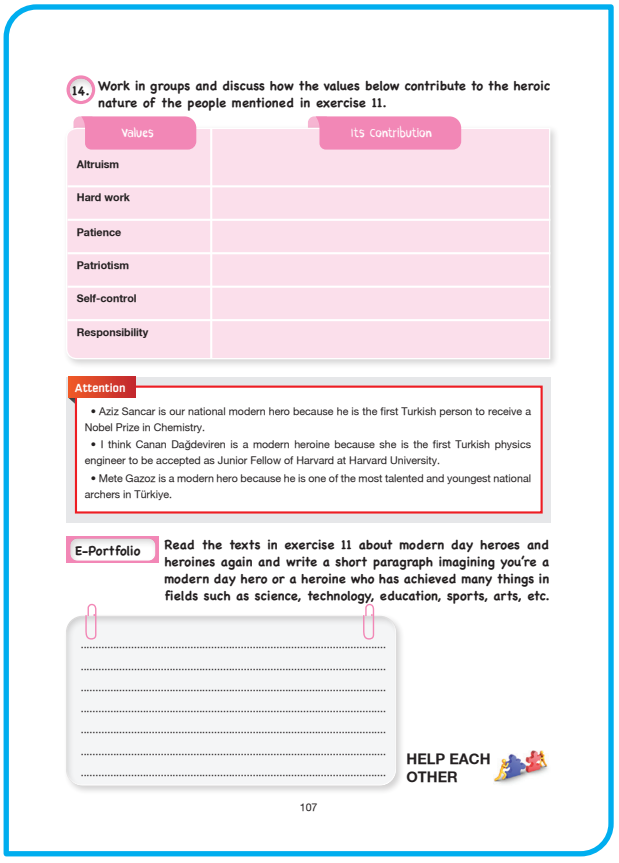
Hard work: All the people mentioned above are role models for working hard.

Patience: All the people mentioned above must be patient to have such successful careers.

Patriotism: A. Sancar donated his Nobel prize to his country.

Self-control: All the people mentioned above are disciplined people.

Responsibility: All the people mentioned above are responsible humanbeings.



14. Work in groups and discuss how the values below contribute to the heroic nature of the people mentioned in exercise 11.

Values	Its Contribution
Altruism	
Hard work	
Patience	
Patriotism	
Self-control	
Responsibility	

Attention

- Aziz Sancar is our national modern hero because he is the first Turkish person to receive a Nobel Prize in Chemistry.
- I think Canan Dağdeviren is a modern heroine because she is the first Turkish physics engineer to be accepted as Junior Fellow of Harvard at Harvard University.
- Mete Gazoz is a modern hero because he is one of the most talented and youngest national archers in Türkiye.

E-Portfolio Read the texts in exercise 11 about modern day heroes and heroines again and write a short paragraph imagining you're a modern day hero or a heroine who has achieved many things in fields such as science, technology, education, sports, arts, etc.

HELP EACH OTHER

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ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 140 and do the exercises.

E-Portfolio

Read the texts in exercise 11 about modern day heroes and heroines again and write a short paragraph imagining you're a modern day hero or a heroine who has achieved many things in fields such as science, technology, education, sports, arts, etc.

(W1)

Tell your students to read the texts in exercise 11 again and write a short paragraph imagining themselves as a modern day hero or a heroine like the ones they have just read about.

Ask students to write their paragraph on their blogs. If they don't have access to computer technologies, they can submit it in printed version.

HELP EACH OTHER

Tell your students to work in pairs and read their friend's paragraph to give them feedback by using the mini-rubric.

15. Look at the pictures carefully. In pairs, tick the feelings of people. Then, discuss what qualities real superheroes / heroines have.

(....) 1. confused (....) 2. patriotic (....) 3. happy (....) 4. fearless (....) 5. angry

16. Answer the questions.

1. Do you believe in superheroes / superheroines? Why / Why not?
2. What's the difference between a superhero / superheroine and a real life hero / heroine?

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15. Look at the pictures carefully. In pairs, tick the feelings of people. Then, discuss what qualities real superheroes / heroines have.

(F1, F2, S1)

Tell students to work in pairs as they look at the picture and discuss the qualities of people in the picture. Allocate them 5 minutes to do the activity. Once they finish the activity, elicit answers from the students. Remember that, some students may choose all the feelings and as long as they justify them by saying things which mean something closer to "They are angry because terrorists tried to change the system in Türkiye" or "They are confused because they can't believe how some people can commit such acts of treason."

Answer Key: ***Students' own answers***

16. Answer the questions.

(F1, F2, F3, S1, S2)

Tell students to work in pairs and answer the following questions, sharing the reasons. Monitor them as they do the task with their friends and do not interfere unless they need help. After they finish, ask them to share their answers with the rest of the class.

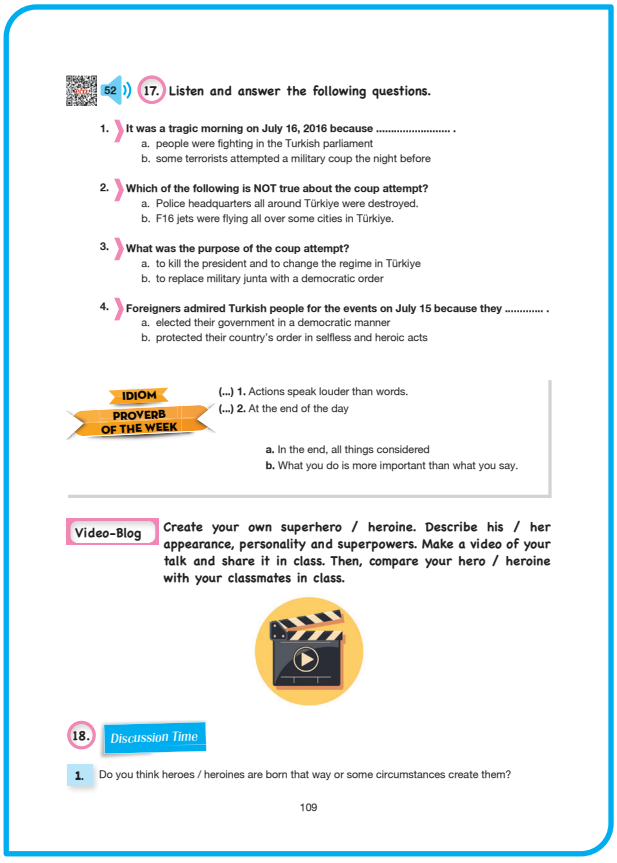
Answer Key: ***Students' own answers***

NOTES

17. Listen and answer the following questions.

(F1, L1, L2)

Tell students that they are going to listen to a text about 15 July Coup Attempt. Allow them to read the questions first. Then, play the recording once. Met them do the activity. Then, elicit the answers.



52 17. Listen and answer the following questions.

1. It was a tragic morning on July 16, 2016 because ..... .
   a. people were fighting in the Turkish parliament
   b. some terrorists attempted a military coup the night before

2. Which of the following is NOT true about the coup attempt?
   a. Police headquarters all around Türkiye were destroyed.
   b. F16 jets were flying all over some cities in Türkiye.

3. What was the purpose of the coup attempt?
   a. to kill the president and to change the regime in Türkiye
   b. to replace military junta with a democratic order

4. Foreigners admired Turkish people for the events on July 15 because they ..... .
   a. elected their government in a democratic manner
   b. protected their country's order in selfless and heroic acts

IDIOM PROVERB OF THE WEEK

(...) 1. Actions speak louder than words.
(...) 2. At the end of the day

a. In the end, all things considered
b. What you do is more important than what you say.

Video-Blog

Create your own superhero / heroine. Describe his / her appearance, personality and superpowers. Make a video of your talk and share it in class. Then, compare your hero / heroine with your classmates in class.

18. Discussion Time

1. Do you think heroes / heroines are born that way or some circumstances create them?

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Tapescript 52

Teacher: Good morning, everyone! Today, I'm going to talk about one of the most important events in the recent history of Turkish Republic. It was a tragic morning on July 16, 2016. So, what happened the night before? Helicopters, tanks, and F-16 jets were roaming in the streets of Türkiye and the Turkish parliament, the Presidential Complex, and the police headquarters were bombed, which was first in Turkish history.

The coup attempt, which was organized by a group of soldiers who also held parallel membership with a terrorist organization, had two major aims: 1. to assassinate President Recep Tayyip Erdoğan and 2: replace both the constitutional order and parliamentary democracy with a military junta.

Fortunately, things didn't go as planned for these terrorists. When President Erdoğan called on the people to take to the streets, tens of thousands of unarmed civilians poured into the streets to protect Turkish democracy and its legitimately elected government. Thanks to the bravery and patriotism of Turkish people, the coup attempt failed. The success of the Turkish people's resistance in the face of a military coup stands as a unique example in human history.

This was one of the bloodiest coup attempt in Turkish history and it was also the most organized terrorist attack, which Türkiye had ever witnessed. Everyone was shocked.

Foreign observers of this brutal attack admired Turkish people for their courageous actions. US Vice President Joe Biden, called the coup attempt as "Türkiye's 9/11" after he visited Türkiye on the days that followed the coup.

Likewise, US President Obama said: "This coup was serious. You had members of the military engaging in treasonous acts against a democratically elected government. What was encouraging was the degree to which the Turkish people, including those who were opposed to President Erdoğan, were stepping up and saying this is unacceptable."

As you can see, people all around the world saw how Türkiye responded when their country was in danger, which was not very surprising. At the end of the day, Turkish people are known as one of the most patriotic and fearless nations in the world. We showed the world actions speak louder than words and the love for one's country was written in Turkish history on July 15.

https://www.tccb.gov.tr/assets/dosya/15Temmuz/onsorudafeto_tr_en.pdf

***Answer Key:* 1. b, 2. a, 3. a, 4. b**

IDIOM / PROVERB OF THE WEEK

This time, the given idioms are part of exercise 17.

Answer Key: ***1. b, 2. a***

Video-Blog

Create your own superhero / heroine. Describe his / her appearance, personality and superpowers. Make a video of your talk and share it in class. Then, compare your hero / heroine with your classmates in class.

(S1)

Tell students to create their own heroes and heroines by describing their appearance, personality, and superpowers. If they have no access to cameras to make a video, your students can share their answers in the classroom.

18. Discussion Time

(F2)

Remind students the purpose of this section and ask them to think about the question first individually and then, discuss their answers with their partners. Finally, ask students to share their opinions with the class.

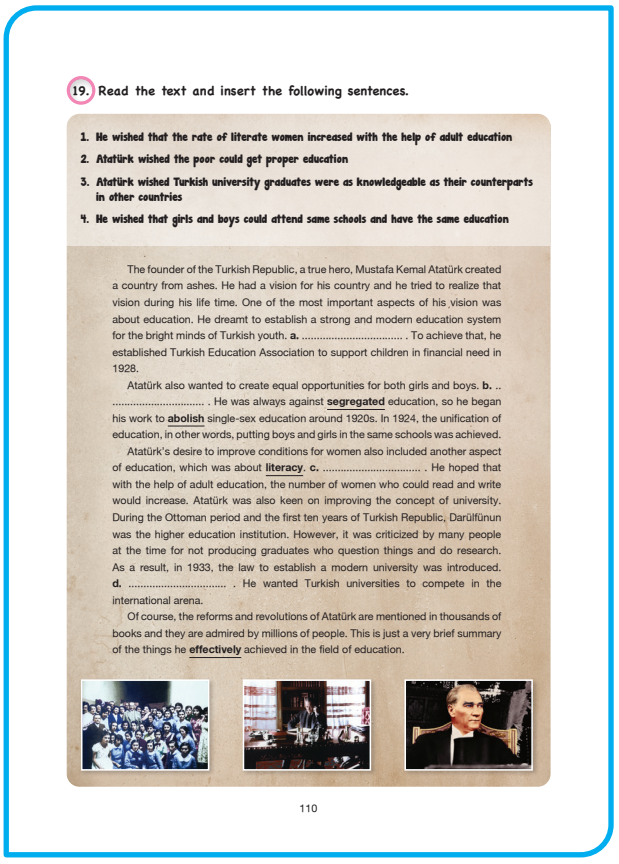
Answer Key: ***Students' own answers***

19. Read the text and insert the following sentences.

(F3, R2)

Ask students to read the text and insert the sentences individually. After they finish, tell students to share their answers with the rest of the class.

Answer Key: ***1. c, 2. a, 3. d, 4. b***



19. Read the text and insert the following sentences.

1. He wished that the rate of literate women increased with the help of adult education
2. Atatürk wished the poor could get proper education
3. Atatürk wished Turkish university graduates were as knowledgeable as their counterparts in other countries
4. He wished that girls and boys could attend same schools and have the same education

The founder of the Turkish Republic, a true hero, Mustafa Kemal Atatürk created a country from ashes. He had a vision for his country and he tried to realize that vision during his life time. One of the most important aspects of his vision was about education. He dreamt to establish a strong and modern education system for the bright minds of Turkish youth. **a.** ..... . To achieve that, he established Turkish Education Association to support children in financial need in 1928.

Atatürk also wanted to create equal opportunities for both girls and boys. **b.** .. .. He was always against **segregated** education, so he began his work to **abolish** single-sex education around 1920s. In 1924, the unification of education, in other words, putting boys and girls in the same schools was achieved.

Atatürk's desire to improve conditions for women also included another aspect of education, which was about **literacy**. **c.** ..... . He hoped that with the help of adult education, the number of women who could read and write would increase. Atatürk was also keen on improving the concept of university. During the Ottoman period and the first ten years of Turkish Republic, Darülfünun was the higher education institution. However, it was criticized by many people at the time for not producing graduates who question things and do research. As a result, in 1933, the law to establish a modern university was introduced. **d.** ..... . He wanted Turkish universities to compete in the international arena.

Of course, the reforms and revolutions of Atatürk are mentioned in thousands of books and they are admired by millions of people. This is just a very brief summary of the things he **effectively** achieved in the field of education.

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20. Read the text in exercise 19 again and match the bold and underlined words in the text with their definitions.

(F3, R1, R2)

Tell students to read the text again so that they can guess the meaning of the words given by using the contextual clues in the text. Once they finish, elicit answers from students individually.

Answer Key: ***1. d, 2. c, 3. a, 4. b***

21. Read the text in exercise 19 again and answer the following questions.

(F3, R2)

Tell students to read the text in details and answer the questions in pairs. Monitor them as they do the task with their pairs and do not interfere unless they need help. After they finish, ask them to share their answers with the rest of the class.

Answer Key:

1. To have the same educational opportunities as the rich.

2. He was against segregated education and wanted equal opportunities for both girls and boys.

3. It helped women to learn how to read and write.

4. He wanted Turkish universities to compete in the international arena.

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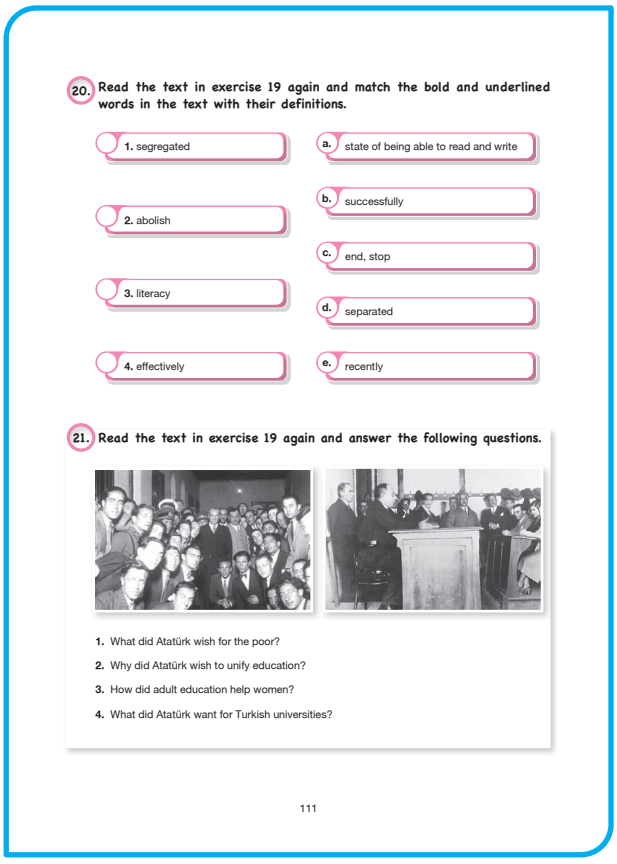

20. Read the text in exercise 19 again and match the bold and underlined words in the text with their definitions.

1. segregated
2. abolish
3. literacy
4. effectively

a. state of being able to read and write
b. successfully
c. end, stop
d. separated
e. recently

21. Read the text in exercise 19 again and answer the following questions.

1. What did Atatürk wish for the poor?
2. Why did Atatürk wish to unify education?
3. How did adult education help women?
4. What did Atatürk want for Turkish universities?

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22. Read the paragraph about Brian's hero and answer the questions. Then, talk about your hero / heroine describing him / her in detail. You may takes notes below.

(S1)

Tell students to read the paragraph about a person's superhero and answer the questions. Then, tell students to talk about their own heroes / heroines in detail. Tell them to take notes before their speech. Monitor them as they do the task individually and do not interfere unless they need help. After they finish, nominate some of them and ask them to share their opinions with the rest of the class.

Answer Key:

1. He is a doctor.

2. The repackaged medications.

3. Comic books

4. Students' own answers

23. Read the paragraph about Brian's hero and answer the questions. Then, talk about your hero / heroine describing him / her in detail. You may takes notes below.

My superhero is my awesome doctor, Jack. Look at the picture. He's playing with my brother. I stayed at the hospital for three months last year. Instead of using regular medication, my superhero doctor, Jack, repackaged the medication into a superhero formula complete with its own superhero case. It didn't stop there. He created custom comic books that showed superheroes going through the same thing I did. And for the superheroes to grow stronger, they had to take the same superhero formula that I took. I always felt brave, strong and special.

1. What does Jack do?
2. What is a superhero formula?
3. What did Jack prepare for Brian?
4. What makes Jack different from the other doctors?

Can Do Club

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CAN DO CLUB

Can Do Club parts contain statements for students to check how much they have acquired. Have your students go to page 130 and fill in the table.

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THEME 9 ATTENTION ANSWER KEY

1. Match two parts to make meaningful sentences.

1. e
2. g
3. f
4. d
5. b
6. c
7. a

2. Rewrite the following sentences using the prompts given.

1. If I were / was courageous, I would join my friends in mountain climbing.

   I wish I were courageous.

2. If the swimming pool was less crowded, I could swim there.

   I wish I could swim in a quiet swimming pool.

3. If it wasn't forbidden to take pictures, Sheila would take pictures in the museum.

   Sheila wishes she could take pictures in the museum.

4. If Jaheed's classes finished earlier, he could / would catch the bus.

   Jaheed wishes his classes finished earlier.

5. If teenagers listened to their teachers, they wouldn't make wrong decisions.

   I wish teenagers listened to their teachers.

3. Ask and answer the following questions.

Students' answers

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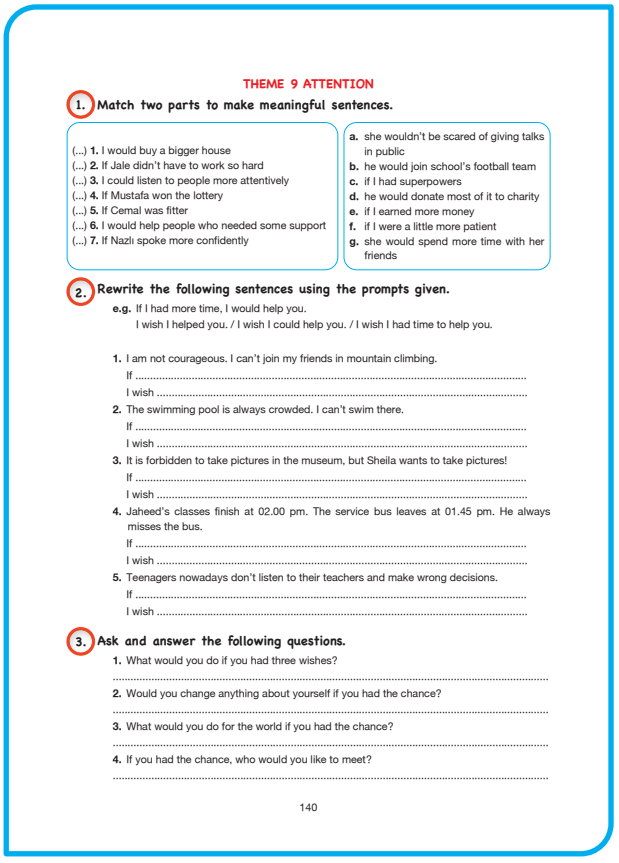

THEME 9 ATTENTION

1. Match two parts to make meaningful sentences.

(...) 1. I would buy a bigger house
(...) 2. If Jale didn't have to work so hard
(...) 3. I could listen to people more attentively
(...) 4. If Mustafa won the lottery
(...) 5. If Cemal was fitter
(...) 6. I would help people who needed some support
(...) 7. If Nazlı spoke more confidently

a. she wouldn't be scared of giving talks in public
b. he would join school's football team
c. if I had superpowers
d. he would donate most of it to charity
e. if I earned more money
f. if I were a little more patient
g. she would spend more time with her friends

2. Rewrite the following sentences using the prompts given.

e.g. If I had more time, I would help you.
I wish I helped you. / I wish I could help you. / I wish I had time to help you.

1. I am not courageous. I can't join my friends in mountain climbing.
If .....
I wish .....
2. The swimming pool is always crowded. I can't swim there.
If .....
I wish .....
3. It is forbidden to take pictures in the museum, but Sheila wants to take pictures!
If .....
I wish .....
4. Jaheed's classes finish at 02.00 pm. The service bus leaves at 01.45 pm. He always misses the bus.
If .....
I wish .....
5. Teenagers nowadays don't listen to their teachers and make wrong decisions.
If .....
I wish .....

3. Ask and answer the following questions.

1. What would you do if you had three wishes?
.....
2. Would you change anything about yourself if you had the chance?
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3. What would you do for the world if you had the chance?
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4. If you had the chance, who would you like to meet?
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THEME 9 WORKBOOK

1. Read the following statement. Do you agree or disagree? Write your reasons and discuss in groups.

"Everyone can be a hero. They just need to believe in themselves."

Suggested Answer

I agree because common people are the real heroes in the world.

2. Are you a hero? Do the test and find out!

1. Have you ever saved people's lives before?
   a. Yes b. No
2. Do you have any special talents like jumping and climbing?
   a. Yes b. No
3. Are you a genius?
   a. Yes b. No
4. Do you analyze situations quickly?
   a. Yes b. No
5. Do you think with your heart?
   a. Yes b. No
6. Do people depend on you for everything?
   a. Yes b. No

Student's own answers

If your yes answers are more, you are a true hero.
If your yes and no answers are equal, you can still be a hero in the future.
If your no answers are more, sorry, everyone can't be a hero. You can still try.

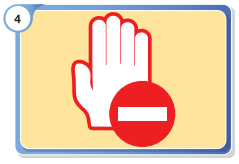
3. Work in pairs. First, unscramble the following words and write their correct spelling. Then, match the pictures with the following words.

2 A. egresgate → segregate

4 B. isboahl → abolish

1 C. racylite → literacy

3 D. fectefvelyi → effectively



4. Read the following confessions and rewrite them using the prompts given.

I CONFESS ...

I am so shy! I cannot participate in classroom activities! **(Fulya ,16)**

If I were Fulya, I would talk to my teacher about this problem.

My sister never cleans her room and she is always online! **(Lisa, 14)**

Lisa wishes her sister were tidy.

I want to join the football team at my school, but my dad doesn't want me to do that! **(Ekrem, 14)**

If I were Ekrem, I would explain my dad the advantages of being in the football team.

I don't like my department, but I cannot think of a solution! **(Tom, 19)**

If I were Tom, I would change my department.

My friends spend a lot of time outside; they don't study at all! **(Haluk, 17)**

Haluk wishes his friends studied.

5. In the box on the left, write things you don't like about your life and yourself. In the box on the right, write your solutions.

WHAT WOULD YOU CHANGE?

I am very inactive nowadays.	I wish I exercised regularly.
1.	1.
2.	2.
3. Student's own answers	3. Student's own answers
4.	4.
5.	5.

6. Work in pairs. Interview your partner. Write each other's answers.

1. If you lived in the past, which era would you choose?
   Suggested answers
   I would choose 1920's.
2. Would you donate all your money to charity if you were a billionaire?
   Yes, I would donate all my money.
3. If you were the president of your country, what would you do?
   I would help poor people.
4. What three things would you take with you if you were on a deserted island?
   Telephone, water, sunglasses.

7. You're a magical character who must save his / her people. There is a dragon asking you riddles. Answer them correctly and save your people!

Q1: If I drink, I die. If I eat, I am fine. What am I?
Fire

Q2: If I have it, I don't share it. If I share it, I don't have it.
Secret

THEME 10

SHOPPING

FUNCTIONS (F)

F1 Making comparisons

F2 Talking about different kinds of clothing and shopping

F3 Describing objects, and people

SKILLS

Listening (L)

L1 Students will be able to categorize the descriptive vocabulary related to objects and people in a recorded text.

L2 Students will be able to fill in the blanks in a recorded dialogue in a clothes shop.

Pronunciation (P)

P1 Students will be able to practice intonation in comparative and superlative structures.

Speaking (S)

S1 Students will be able to compare clothes by using key words and phrases related to shopping.

S2 Students will be able to act out a dialogue in clothes shop.

Reading (R)

R1 Students will be able to answer comprehension questions of a text on clothing in different cultures.

Writing (W)

W1 Students will be able to prepare a blog about new trends on technology/architecture/ fashion etc…

W2 Students will be able to write an informative paragraph about prices and characteristics of a type of a product in order to compare their preferences.

Warm up

Bring some shopping bags to the class and tell students that you went to a mall last weekend and did shopping. Ask them to guess what you bought. Then, discuss the positive and negative effects of online shopping. You may also show them some online shopping websites: http://gifts.worldwildlife.org/gift-center/gifts/Apparel-and-More.aspx, http://shop.amnh.org

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1. Where do / don't you prefer doing shopping? Why? / Why not?

(F1, F2, F3)

Tell students to work in pairs and discuss where they prefer doing shopping. Ask them to mention the reasons of their choice. Remind them to use the given vocabulary items in the exercise.

Answer Key: ***Students' own answers***

2. Read and answer the following questions. Then, ask your friend these questions and write his / her answers.

(F1, F2, F3)

Tell students that they will complete the questionnaire for themselves first and then, they will ask the questions to their partner and write down her / his answers. You may elicit the answers when they finish sharing their answers.

Answer Key: ***Students' own answers***

1. Where do / don't you prefer doing shopping? Why? / Why not?

cheap | crowded | expensive | enjoyable | trendy | practical

I don't prefer bazaars because they are more crowded than boutiques.

I prefer malls because it's easier to find something there.

2. Read and answer the following questions. Then, ask your friend these questions and write his / her answers.

		YOU	YOUR FRIEND
1.	Do you like going to malls? Why? / Why not?		
2.	How often do you go shopping?		
3.	Which kind of clothes do you prefer to buy? Why?		
4.	Which electronic items do you generally buy? Why?		

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3. Listen to a radio commercial about a new shopping center and write T for true and F for false for the following statements.

(F1, F3, L1)

Tell students to listen to a radio commercial about the new shopping center carefully and decide which of the following sentences are true and which are false. Play the recording once and elicit the answers. You may ask for justification for the false answers by asking them to make the false sentences true.

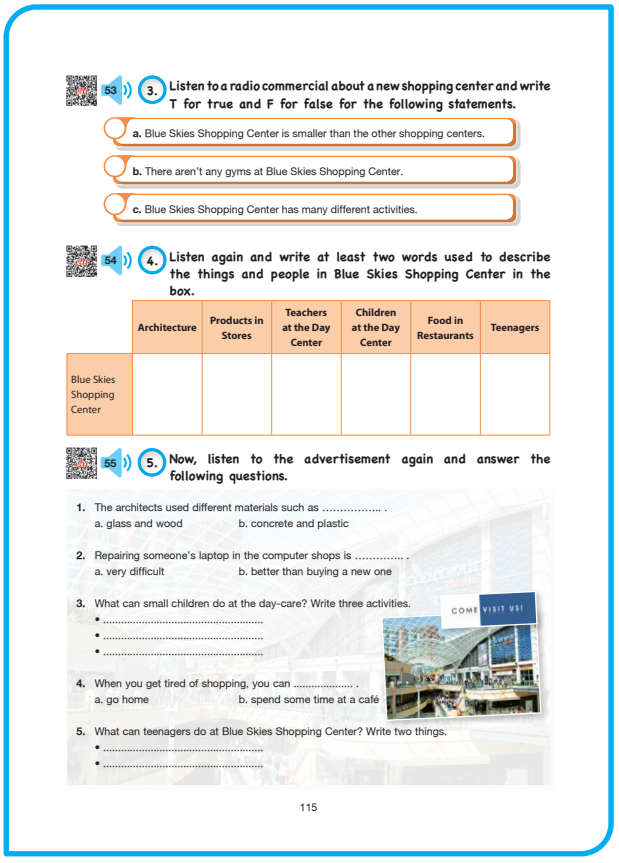
Tapescript 53

Hey, you! Yes, you. Are you tired of going to the same places for shopping? Can't you find any new restaurants with different and delicious world cuisines? And what about the movie theatres? Do your legs and neck hurt because the seats are too small?

Well, my friend. Here is some good news for you! Would you like to spend some time in a dream world? We give you everything at the Blue Skies Shopping Center. Yes, the biggest shopping mall in the world is the New South Mall, but you know there are very few shops there. So, Blue Skies Shopping Center is the next best thing. It is larger than most shopping centers because there are more than 80 different shops, 4 parks, 6 cafés, 10 restaurants, 3 movie theatres with the latest sound technology and 2 gyms with the trendiest courses such as Zumba.

The architecture of this shopping center is fascinating, too. It brings classic and modern trends together, creating a peaceful, but energetic atmosphere with the use of different materials such as glass, wood, bricks and plastic. Architects of Blue Skies Shopping Center preferred to use round shapes in the building because it gives people a warm feeling.

It is the most beautiful shopping center in our city and it has the best prices, too. Go ahead and compare prices of any product. You will see that shops in Blue Skies Shopping Center have cheaper prices. And with all these shops, there are several choices for any product. If you don't like one, you can always find another. A better, cheaper, and more beautiful alternative is waiting for you. We provide these opportunities because we know that you shouldn't spend more than you earn. Our computer stores are



53 3. Listen to a radio commercial about a new shopping center and write T for true and F for false for the following statements.

a. Blue Skies Shopping Center is smaller than the other shopping centers.

b. There aren't any gyms at Blue Skies Shopping Center.

c. Blue Skies Shopping Center has many different activities.

54 4. Listen again and write at least two words used to describe the things and people in Blue Skies Shopping Center in the box.

	Architecture	Products in Stores	Teachers at the Day Center	Children at the Day Center	Food in Restaurants	Teenagers
Blue Skies Shopping Center						

55 5. Now, listen to the advertisement again and answer the following questions.

1. The architects used different materials such as ..... .
   a. glass and wood b. concrete and plastic
2. Repairing someone's laptop in the computer shops is ..... .
   a. very difficult b. better than buying a new one
3. What can small children do at the day-care? Write three activities.
   • .....
   • .....
   • .....
4. When you get tired of shopping, you can ..... .
   a. go home b. spend some time at a café
5. What can teenagers do at Blue Skies Shopping Center? Write two things.
   • .....
   • .....

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also here to help you with your budget because they can repair any computer you own. And everyone knows that repairing your laptop is cheaper than buying a new one.

Blue Skies Shopping Center is family-friendly, too! While you're shopping, you can leave your small children at the day-care center. They can play games, draw pictures and sing songs with attentive and friendly teachers there. Even the shiest and most reserved children can feel happy and safe at the day center.

When you get tired of shopping, you can relax at a cafe or eat delicious and varied kinds of food in your favorite restaurant.

What about your teenage daughter or son? We know that teenagers can be moody and temperamental. Well, there are activities for everyone! Your teenage children can check out the latest music albums for free at our music center. Or they can watch a movie in our huge movie theaters. Or they can check out the latest trends in fashion.

This weekend, do yourself a favor and visit us. We are waiting for you.

Answer Key: ***a. F, b. F, c. T***

4. Listen again and write at least two words used to describe the things and people in Blue Skies Shopping Center in the box.

(F1, F2, F3, L1)

Tell students to read the following questions and ask them what kind of words are used to describe things / objects and people. After eliciting answers from the students, you may hint that they should pay attention to adjectives. Play the recording twice and ask them to share their answers with their partners.

Tapescript 54

It is the same as Tapescript 53.

Answer Key:

Architecture: Fascinating, classic and modern, warm, energetic, etc.

Products in Stores: Cheaper, beautiful

Teachers at the Day Center: Attentive, friendly

Children at the Day Center: Happy, safe

Food in Restaurants: Delicious, varied

Teenagers: Moody, temperamental

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5. Now, listen to the advertisement again and answer the following questions.

(F1, F2, F3, L1)

Tell students to read the following questions before they listen to the advertisement about the new shopping center again. Play the recording twice and ask them to work in pairs and check their answers with their pairs. Then, nominate students to elicit answers.

Tapescript 55

It is the same as Tapescript 53.

Answer Key:

1. A

2. B

3. They can play games, draw pictures, and sing songs with teachers there.

4. B

5. Your teenage children can check out the latest music albums for free at our music center. Or they can watch a movie in our huge movie theaters. Or they can check out the latest trends in fashion.

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6. Answer the questions.

(F1, F2, F3)

Tell students to work in groups and discuss the following questions in their groups. Monitor them as they do the task with their friends and do not interfere unless they need help. After they finish, ask them to share their answers with the rest of the class.

Answer Key: ***Students' own answers***

7. Look at the pictures and read these three short pieces of news on latest trends and discuss the following questions with your partner.

(F1, F3)

Tell students to look at the pictures and ask them what these pictures are about. Then, ask them to read the news extracts and discuss with their partners which one they like the most. Then, ask them to share their answers with the rest of the class.

Answer Key: ***Students' own answers***

6. Answer the questions.

a. Would you like to spend time in a place like Blue Skies Shopping Center? Why / Why not? Discuss with your friend.

b. Is there a shopping center in your town? If yes, how do you spend your time there?

7. Look at the pictures and read these three short pieces of news on latest trends and discuss the following questions with your partner.

The smart home concept with a wireless router will be more popular in 2030. Wireless technologies will help all your gadgets at home. You will control the heat, water, electricity, TV set, music set better with the advancing technologies. You will be able to do all that with various applications on your smart phones when you're away. Also, you will be able to watch your home when you're on vacation or at work.

Lately, fashion blogs have become extremely popular because of different Internet applications. Especially young people take their own photos dressed in the latest fashion trends and put them on the Internet to gain followers and most importantly, sponsors. That's right. Young people see fashion blogs as an opportunity to become popular and make money. In 2030, this fashion trend will continue to be popular.

Sustainable homes, which is an environment-friendly architectural trend, will grow in popularity in 2030. As you all know, these homes are designed to be in tune with the environment; not wasting natural resources or hurting the environment. More people will prefer to build themselves such homes as they see the effects of global warming and climate change in their cities.

a. Which piece of news did you find the most interesting? Why?

b. What kind of trends do you follow? Trends on technology, fashion or architecture? Why?

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8. Work in pairs. Choose a new trend in technology / fashion / architecture and prepare a blog about it. Use the prompts.

(F2, F3, W1)

Tell them that they will be preparing a blog about a new trend in one of the following topics of technology, fashion, or architecture.

Answer Key: ***Students' own answers***

HELP EACH OTHER

Tell your students to work in pairs and read their friend's blog to give them feedback by using the mini-rubric.

9. Look at the pictures. Try to match the clothings with their names. Then, choose one of them and describe it.

(F2, F3)

Ask students whether they know the traditional clothings in the pictures. Then, ask them whether they have ever heard of the traditional names of these clothings. Tell the students to work in pairs and match the clothings with their names. Then, have them choose one of the clothings and describe it to each other. After they finish, ask them to share ideas with the rest of the class.

Answer Key:

1. h. Indian - Sari

2. f. Japanese - Kimono

3. b. Turkish - Folklore costume

4. c. Scottish - Kilt

5. i. German - Bavarian clothes

6. d. Arabian - Thawb

7. g. Russian - Dunyasha

8. a. Peru - Quechua

9. e. Spanish - Bullfighter costume

8. Work in pairs. Choose a new trend in technology / fashion / architecture and prepare a blog about it. Use the prompts.
- What is the trend? Who created it?
- Who prefers to follow this trend and why?
- Is it a beneficial trend for humanity?
- Why do you like it?

HELP EACH OTHER

9. Look at the pictures. Try to match the clothings with their names. Then, choose one of them and describe it.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....

a. Peru - Quechua
b. Turkish - Folklore costume
c. Scottish - Kilt
d. Arabian - Thawb
e. Spanish - Bullfighter costume
f. Japanese - Kimono
g. Russian - Dunyasha
h. Indian - Sari
i. German - Bavarian clothes
j. Vietnamese - Conical hats

10. Which of the traditional clothes in exercise 9 would you prefer to wear? Why?

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10. Which of the traditional clothes in exercise 9 would you prefer to wear? Why?

Ask students which of the traditional clothing they like most and would prefer to wear. Also, ask for their reasons why they choose that one. Encourage them to describe and compare the clothings while giving answers.

Answer Key: ***Students' own answers***

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11. Read the text in detail and find: Which costumes does the text talk about?

(F2, F3, R1)

Tell students to look at the text very quickly and ask them which costumes the text talks about. Then, elicit some answers.

Answer Key: ***Sari and Kimono***

12. Read the text in exercise 11 again and match the following titles with paragraphs.

(F2, F3, R1)

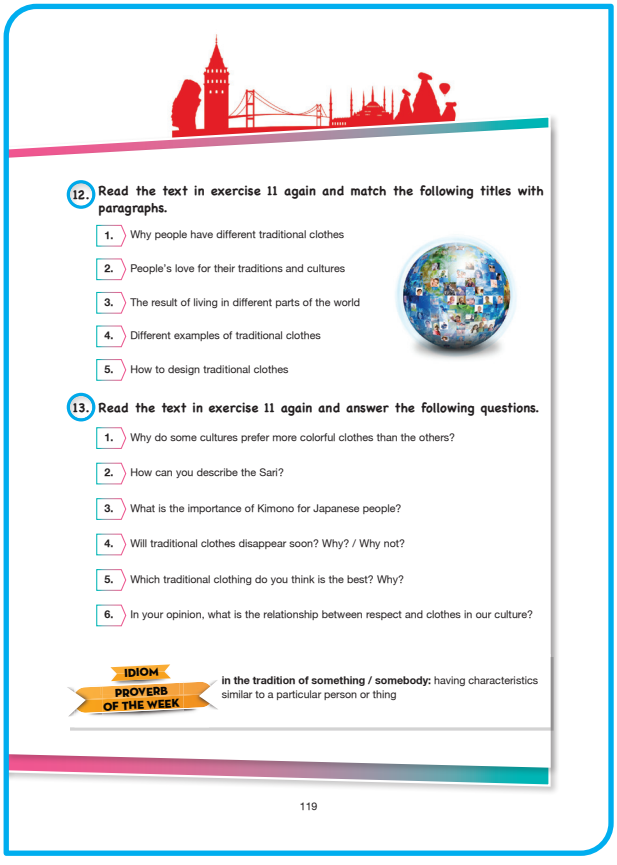
Tell students to read the titles first and then, skim the text to find out the main ideas. Remind students that titles represent the main idea in each paragraph. Students may work in pairs and when they finish the task, ask them to check their answers with their pairs. Finally, elicit the answers.

Answer Key: ***1. b, 2. d, 3. a, 4. c***

13. Read the text in exercise 11 again and answer the following questions.

(F2, F3, R1)

This time, tell students to read the text carefully to answer the following questions. Monitor them as they do the task individually and do not interfere unless they need help. After they finish, ask them to share their answers with the rest of the class.



Answer Key:

1. This difference generally depends on the cultural values and the climate.

2. It is usually about four to nine meter long in length. It is basically a piece of clothing covered around the body in different styles and ways.

3. Kimono is an important part of their culture and tradition during formal ceremonies.

4. No, they won't because people prefer clothes in the tradition of their culture during their special days like weddings or festivals. It seems that people will continue their

traditional clothing to keep their culture alive.

5. Students' own answers

6. Students' own answers

IDIOM / PROVERB OF THE WEEK

Remind students what an idiom / proverb is and ask them to discuss the meaning of this idiom and ask them to think about situations in which they can use this idiom.

14. Work in pairs. Compare these pairs of clothing items related to shopping using the prompts below and tell which one you prefer.

• Color • Price • Style • Comfort

(F1, F2, S1)

Tell students that they will work in pairs to compare the clothing items in the pictures and discuss their ideas with their partners. After the discussion, elicit individual answers from students.

Answer Key: ***Students' own answers***

14. Work in pairs. Compare these pairs of clothing items related to shopping using the prompts below and tell which one you prefer.

• Color • Price • Style • Comfort

Shirt A ৳200

Shirt B ৳275

Shirt A is darker than Shirt B.
Shirt B is more expensive than Shirt A.
Shirt A and Shirt B are the same in style.
They both look comfortable.
I prefer Shirt A because it is cheaper and I love dark colors.

Pink Coat ৳750

Black Coat ৳750

Sunglasses A ৳900

Sunglasses B ৳850

Sneakers A ৳650

Sneakers B ৳600

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15. Listen and complete the dialogue below with the words and phrases from the box.

(F1, F2, F3, L2)

Tell students that they are going to listen to a dialogue between a shop assistant and a customer at a store. First, allow them to read the dialogue and the missing words and phrases in the box. Then, play the recording twice with one minute interval. When the recording ends, tell students to check their answers with their friends. Then, elicit the answers. Once they finish, let them act out the dialogue.

Tapescript 56

Shop Assistant: How can I help you, madam?

Customer: I really liked this shirt over there. Do you have a larger size?

Shop Assistant: Let me check. Yes, but we have it in blue.

Customer: Oh, but I want the red one.

Shop Assistant: The blue shirt is cheaper than the red one.

Customer: I don't know. I don't like it much. Do you have it in white?

Shop Assistant: In fact, we do. And the good news is the white shirt is the cheapest.

Customer: How much is it?

Shop Assistant: It is 50 ₺.

Customer: Can I try it on?

Shop Assistant: Of course. Changing rooms are right across the room.

(5 minutes later)

Customer: Excuse me, this one didn't fit well. I want a smaller size shirt, please.

Shop Assistant: I'm sorry, we don't have a smaller size, but it's available on our website at lower prices. You can buy it online.

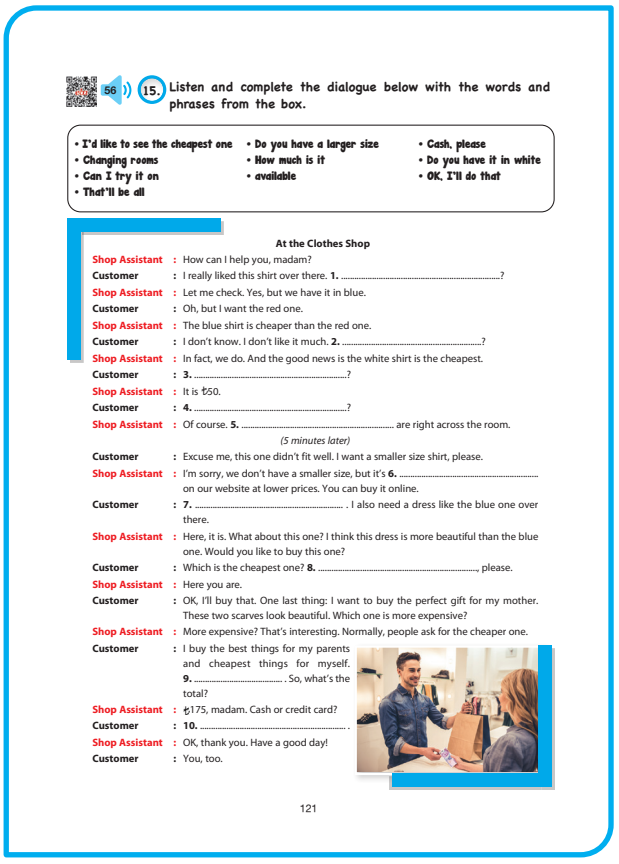
Customer: OK, I'll do that. I also need a dress like the blue one over there.

Shop Assistant: Here, it is. What about this one? I think this dress is more beautiful than the blue one. Would you like to buy this one?

Customer: Which is the cheapest one? I'd like to see the cheapest one, please.

Shop Assistant: Here you are.

Customer: OK, I'll buy that. One last thing: I want to buy the perfect gift for my mother. These two scarves look beautiful. Which one is more expensive?



56 15. Listen and complete the dialogue below with the words and phrases from the box.

- I'd like to see the cheapest one
- Changing rooms
- Can I try it on
- That'll be all
- Do you have a larger size
- How much is it
- available
- Cash, please
- Do you have it in white
- OK, I'll do that

At the Clothes Shop

Shop Assistant : How can I help you, madam?
Customer : I really liked this shirt over there. **1.** .....?
Shop Assistant : Let me check. Yes, but we have it in blue.
Customer : Oh, but I want the red one.
Shop Assistant : The blue shirt is cheaper than the red one.
Customer : I don't know. I don't like it much. **2.** .....?
Shop Assistant : In fact, we do. And the good news is the white shirt is the cheapest.
Customer : **3.** .....?
Shop Assistant : It is ₺50.
Customer : **4.** .....?
Shop Assistant : Of course. **5.** ..... are right across the room.

(5 minutes later)

Customer : Excuse me, this one didn't fit well. I want a smaller size shirt, please.
Shop Assistant : I'm sorry, we don't have a smaller size, but it's **6.** ..... on our website at lower prices. You can buy it online.
Customer : **7.** ..... . I also need a dress like the blue one over there.
Shop Assistant : Here, it is. What about this one? I think this dress is more beautiful than the blue one. Would you like to buy this one?
Customer : Which is the cheapest one? **8.** ....., please.
Shop Assistant : Here you are.
Customer : OK, I'll buy that. One last thing: I want to buy the perfect gift for my mother. These two scarves look beautiful. Which one is more expensive?
Shop Assistant : More expensive? That's interesting. Normally, people ask for the cheaper one.
Customer : I buy the best things for my parents and cheapest things for myself. **9.** ..... . So, what's the total?
Shop Assistant : ₺175, madam. Cash or credit card?
Customer : **10.** ..... .
Shop Assistant : OK, thank you. Have a good day!
Customer : You, too.

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Shop Assistant: More expensive? That's interesting. Normally, people ask for the cheaper one.

Customer: I buy the best things for my parents and cheapest things for myself. That'll be all. So, what's the total?

Shop Assistant: 175 ₺, madam. Cash or credit card?

Customer: Cash, please.

Shop Assistant: OK, thank you. Have a good day!

Customer: You, too.

Answer Key:

1. Do you have a larger size?
2. Do you have it in white?
3. How much is it?
4. Can I try it on?
5. Changing rooms
6. Available
7. OK, I'll do that
8. I'd like to see the cheapest one.
9. That'll be all.
10. Cash, please.

16. Listen to the dialogue again and read the sentences below. Circle the correct responses according to the information in the dialogue.

(F1, F2, F3, L2)

Tell students that they are going to listen to the dialogue between a shop assistant and a customer at a store again. First, allow them to read the sentences to be completed. Then, play the recording once. When the recording ends, tell students to check their answers with their friends. Then, elicit the answers.

Tapescript 57

It is the same as Tapescript 56.

***Answer Key:* 1. a, 2. b, 3. b, 4. b**

17. Listen to the following sentences again and underline the stressed word.

(P1)

Explain students that in comparative and superlative structures, the intonation emphasizes the stressed word. There is no specific rising or falling intonation. Only the compared and contrasted adjective is stressed to highlight the comparison. Then, tell them they are going to listen to some sentences from the previous dialogue. Ask them to underline the stressed word in each sentence. Play the recording twice without any interruption. When the recording ends, tell them to check their answers with their pairs. You may also play the recording again and make students repeat each sentence with the correct stressed words.

Tapescript 58

e.g. The blue shirt is cheaper than the red one.

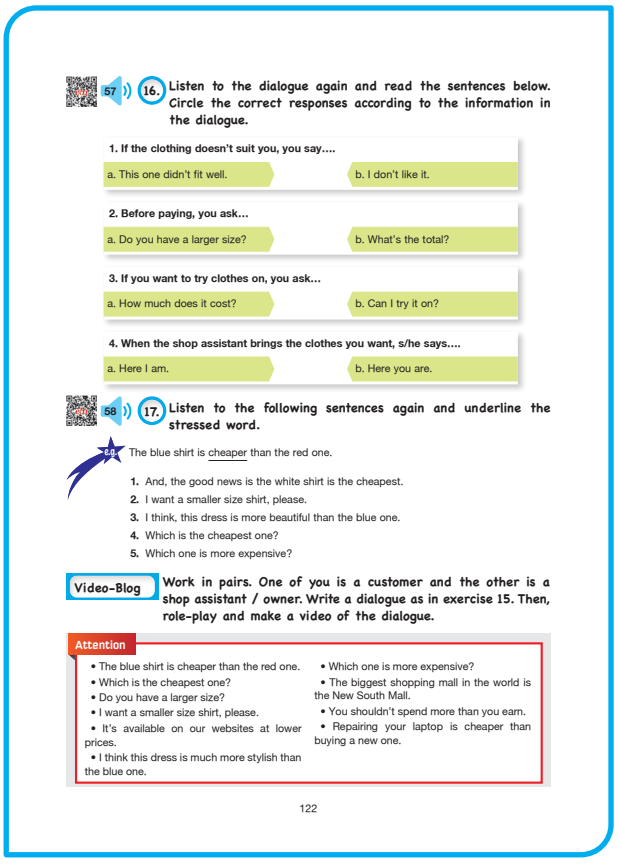
1. And the good news is the white shirt is the cheapest.

2. I want a smaller size shirt, please.

3. I think this dress is more beautiful than the blue one.

4. Which is the cheapest one?

5. Which one is more expensive?



57 16. Listen to the dialogue again and read the sentences below. Circle the correct responses according to the information in the dialogue.

1. If the clothing doesn't suit you, you say....
a. This one didn't fit well. b. I don't like it.

2. Before paying, you ask...
a. Do you have a larger size? b. What's the total?

3. If you want to try clothes on, you ask...
a. How much does it cost? b. Can I try it on?

4. When the shop assistant brings the clothes you want, s/he says....
a. Here I am. b. Here you are.

58 17. Listen to the following sentences again and underline the stressed word.

e.g. The blue shirt is cheaper than the red one.

1. And, the good news is the white shirt is the cheapest.
2. I want a smaller size shirt, please.
3. I think, this dress is more beautiful than the blue one.
4. Which is the cheapest one?
5. Which one is more expensive?

Video-Blog Work in pairs. One of you is a customer and the other is a shop assistant / owner. Write a dialogue as in exercise 15. Then, role-play and make a video of the dialogue.

Attention

- The blue shirt is cheaper than the red one.
- Which is the cheapest one?
- Do you have a larger size?
- I want a smaller size shirt, please.
- It's available on our websites at lower prices.
- I think this dress is much more stylish than the blue one.
- Which one is more expensive?
- The biggest shopping mall in the world is the New South Mall.
- You shouldn't spend more than you earn.
- Repairing your laptop is cheaper than buying a new one.

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Answer Key:

1. And the good news is the white shirt is the cheapest.

2. I want a smaller size shirt, please.

3. I think this dress is more beautiful than the blue one.

4. Which is the cheapest one?

5. Which one is more expensive?

Video-Blog

Work in pairs. One of you is a customer and the other is a shop assistant / owner. Write a dialogue as in exercise 15. Then, role-play and make a video of the dialogue.

(F1, F3, S1, S2, W1)

The use of technology works as an effective tool in consolidating skills practiced. As a result, it is a beneficial alternative for learners to practice and recycle the skills they have learned.

Tell your students to work in pairs and write a dialogue similar to the one in exercise 15, role-play and make a video of the dialogue.

ATTENTION

This part is designed to highlight the language functions and structures used in listening and reading activities. Tell your students to open page 141 and do the exercises.

E-portfolio

Choose one of the products below. Read the information charts, decide which one is the best for you and write a short, informative paragraph about your choice.

(F1, F3, S1, W1, W2)

E-portfolios and video blogs are designed to use technological tools efficiently in language acquisition since technology has become an important part of our lives and young learners are very good at using these tools. Therefore, it is important to integrate language learning with technology.

Tell your students choose one of the products and read the information charts about these products and decide which one is the best for them and write short informative paragraph about their choice. Ask students to write the paragraph on their blogs. If they don't have access to computer technologies, they can submit it in printed version.

E-Portfolio

Choose one of the products below. Read the information charts, decide which one is the best for you and write a short, informative paragraph about your choice.

	TABLET COMPUTER A	TABLET COMPUTER B
Size & Weight	24 centimeters and 666 grams	16 centimeters and 450 grams
Price	Between $700 and $1000	Between $500 and $800
Battery power	Strong	Low
Special features	• Internet access • Office Applications • Camera • DVD player	• Internet access • Games • DVD player

18. Look at the pictures below and discuss.

1. Which cultures do you think these clothes belong to? Why?
2. Which clothes did you like the best and the least? Why?

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18. Look at the pictures below and discuss.

(F2, F3, S1)

Ask students to look at the pictures and discuss the questions in pairs. After they finish discussing, elicit individual answers from students.

***Answer Key:* Students' own answers**

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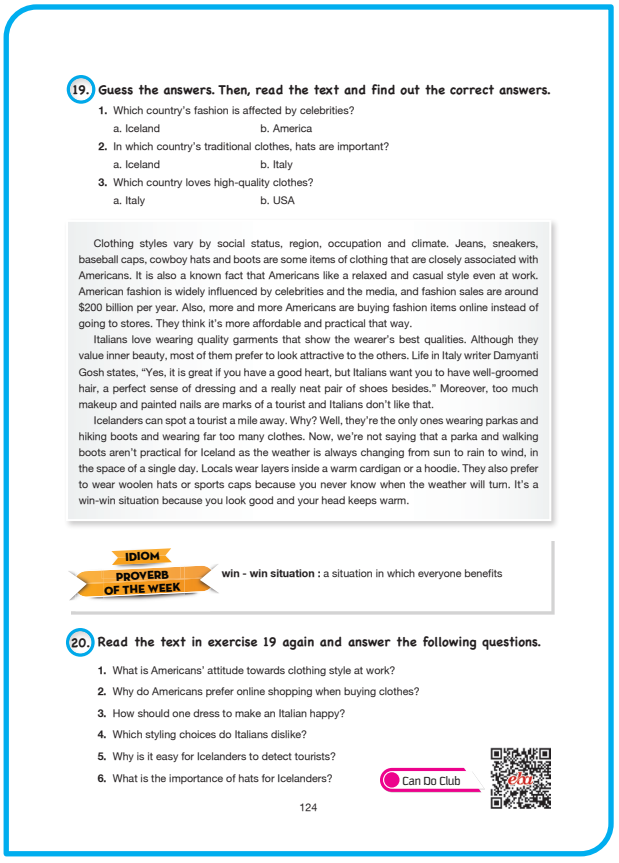
19. Guess the answers. Then, read the text and find out the correct answers.

(F2, F3, R1)

Before reading, to activate students' schemata, tell them that they will be making predictions about the reading text. Once they finish, ask them to share their answers with the rest of the class. After they are done making their predictions, tell them to read the text and see how they did with their guesses. If you like, you can turn this into a game and put students in groups and write their predictions on the board. Once they read the text, you can declare a winning team with the most correct guesses.

***Answer Key:* 1. b, 2. a, 3. a**



19. Guess the answers. Then, read the text and find out the correct answers.

1. Which country's fashion is affected by celebrities?
   a. Iceland b. America
2. In which country's traditional clothes, hats are important?
   a. Iceland b. Italy
3. Which country loves high-quality clothes?
   a. Italy b. USA

Clothing styles vary by social status, region, occupation and climate. Jeans, sneakers, baseball caps, cowboy hats and boots are some items of clothing that are closely associated with Americans. It is also a known fact that Americans like a relaxed and casual style even at work. American fashion is widely influenced by celebrities and the media, and fashion sales are around $200 billion per year. Also, more and more Americans are buying fashion items online instead of going to stores. They think it's more affordable and practical that way.

Italians love wearing quality garments that show the wearer's best qualities. Although they value inner beauty, most of them prefer to look attractive to the others. Life in Italy writer Damyanti Gosh states, "Yes, it is great if you have a good heart, but Italians want you to have well-groomed hair, a perfect sense of dressing and a really neat pair of shoes besides." Moreover, too much makeup and painted nails are marks of a tourist and Italians don't like that.

Icelanders can spot a tourist a mile away. Why? Well, they're the only ones wearing parkas and hiking boots and wearing far too many clothes. Now, we're not saying that a parka and walking boots aren't practical for Iceland as the weather is always changing from sun to rain to wind, in the space of a single day. Locals wear layers inside a warm cardigan or a hoodie. They also prefer to wear woolen hats or sports caps because you never know when the weather will turn. It's a win-win situation because you look good and your head keeps warm.

IDIOM / PROVERB OF THE WEEK

win - win situation : a situation in which everyone benefits

20. Read the text in exercise 19 again and answer the following questions.

1. What is Americans' attitude towards clothing style at work?
2. Why do Americans prefer online shopping when buying clothes?
3. How should one dress to make an Italian happy?
4. Which styling choices do Italians dislike?
5. Why is it easy for Icelanders to detect tourists?
6. What is the importance of hats for Icelanders?

Can Do Club

IDIOM / PROVERB OF THE WEEK

Remind students what an idiom / proverb is and ask them to discuss the meaning of this idiom and ask them to think about situations in which they can use this idiom such as "Help your parents with the housework and they let you watch TV for an hour. It's a win - win situation."

20. Read the text in exercise 19 again and answer the following questions.

(F1, F2, F3, R1)

Now, ask students to read the text again to scan for specific information. Tell them to work individually and once they finish, elicit individual answers from students.

Answer Key:

1. They like a relaxed and casual style.

2. They think it's more affordable and practical that way.

3. Italians want you to have well-groomed hair, a perfect sense of dressing and a really neat pair of shoes besides.

4. Too much makeup and painted nails.

5. They're the only ones wearing parkas and hiking boots and wearing far too many clothes.

6. You never know when the weather will turn.

CAN DO CLUB

Can Do Club parts contain statements for students to check how much they have acquired. Have your students go to page 130 and fill in the table.

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THEME 10 ATTENTION ANSWER KEY

1. Complete the blanks with comparative forms of the adjectives given.

1. more dangerous than
2. colder than
3. more hard-working than
4. more naughty / naughtier than
5. faster than

2. Complete the blanks with the superlative forms of the adjectives given.

1. the cheapest
2. the best
3. the most comfortable
4. the funniest
5. the reddest

3. Compare the following objects / people / places by using the adjectives in parentheses.

1. Hande's brother is shorter than Hande.
2. Literature exam was more difficult than Math exam.
3. Fuat is more successful than Mehmet.
4. The oldest sister is the most talented one.
5. The Andes are the longest.

4. Ask and answer the following questions with your partner.

Students' own answers

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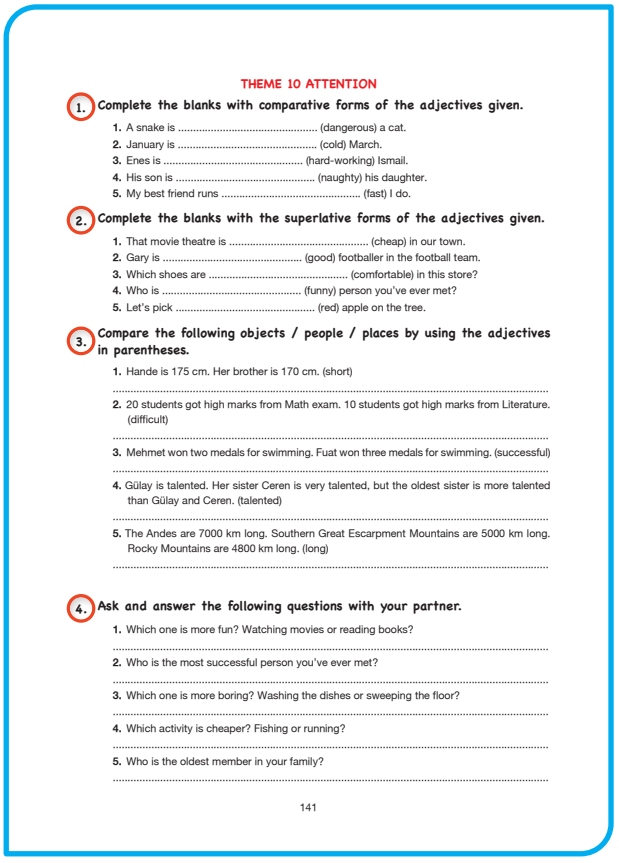

THEME 10 ATTENTION

1. Complete the blanks with comparative forms of the adjectives given.

1. A snake is ..... (dangerous) a cat.
2. January is ..... (cold) March.
3. Enes is ..... (hard-working) Ismail.
4. His son is ..... (naughty) his daughter.
5. My best friend runs ..... (fast) I do.

2. Complete the blanks with the superlative forms of the adjectives given.

1. That movie theatre is ..... (cheap) in our town.
2. Gary is ..... (good) footballer in the football team.
3. Which shoes are ..... (comfortable) in this store?
4. Who is ..... (funny) person you've ever met?
5. Let's pick ..... (red) apple on the tree.

3. Compare the following objects / people / places by using the adjectives in parentheses.

1. Hande is 175 cm. Her brother is 170 cm. (short)
2. 20 students got high marks from Math exam. 10 students got high marks from Literature. (difficult)
3. Mehmet won two medals for swimming. Fuat won three medals for swimming. (successful)
4. Gülay is talented. Her sister Ceren is very talented, but the oldest sister is more talented than Gülay and Ceren. (talented)
5. The Andes are 7000 km long. Southern Great Escarpment Mountains are 5000 km long. Rocky Mountains are 4800 km long. (long)

4. Ask and answer the following questions with your partner.

1. Which one is more fun? Watching movies or reading books?
2. Who is the most successful person you've ever met?
3. Which one is more boring? Washing the dishes or sweeping the floor?
4. Which activity is cheaper? Fishing or running?
5. Who is the oldest member in your family?

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THEME 10 WORKBOOK

1. What kind of a shopper are you? Do the test and find out!

1. When you know exactly what you want, at the store, you ... .
   A. try it on, then put it back so you can think about it
   B. go to the counter, get the outfit, pay and leave

2. It's your best friend's birthday party and you need to buy a present, you ... .
   A. window-shop for days before you decide on a present
   B. already bought a present weeks ago

3. How often do you use a credit card?
   A. Rarely, I hate paying for credit card bills.
   B. Occasionally, I use it for specific purchases.

4. There is a huge sale in your favorite store. What do you do?
   A. Avoid it because I don't like crowds.
   B. Go directly to the shop to buy things.

5. Do you keep your receipts?
   A. Yes, I may change my mind and return things.
   B. Always, I balance my budget.

Student's own answers

MOSTLY A: HESITATION MASTER
You are not sure about your needs and decisions. You change your mind very often and sometimes buy things you don't need.

MOSTLY B: SYSTEMATIC SHOPPER
You are a very effective shopper. You never buy anything you don't need and never forget about your actual needs.

2. Work in pairs. One of you is a journalist at your school newspaper and the other is a candidate. Read the following role-cards and act out a dialogue.

JOURNALIST
You work at the school newspaper and you want to introduce a new candidate for your school president election. Ask questions about her / his election promises.

CANDY
You are a candidate for your school president election. Introduce yourself and explain why you are better than the others.

Student's own answers

3. You are the director of a big company. Two people applied for a job in your company. Read the information about them. Compare and contrast them and finally choose the person you will hire for the job. Share your answer with your partner.

Age: 27
Education: Two university diplomas
Awards: Became first in horse-riding competitions
Hobbies: Working for charities

Özde Yazıcı

Age: 34
Education: Doctorate's Degree
Awards: Became first in a poetry contest
Hobbies: Teaching and learning foreign languages

Tuna Ungan

Suggested answers:
Özde is better than Tuna because she is more helpful than Tuna. Also, she is younger.

4. Work in pairs. Look at the pictures of different types of animals and compare them.

a monkey

a hawk

a dolphin

an ant

1. A monkey is smarter than a hawk.
2. A hawk is stronger than an ant.
3. A dolphin is more beautiful than a monkey.
4. An ant is more hardworking than a dolphin.
5. A monkey is the funniest of all.
6. A hawk is faster than an ant.
7. A dolphin is the loveliest of all.
8. An ant is the smallest of all.
9. .....
10. .....

5. Work in pairs. Do this geography quiz. Exchange workbooks and check each other's answers.

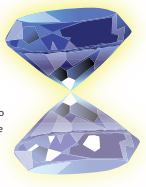
1. **Which mountains are higher?**
   (A) the Andes B. the Rockies
2. **Which country has a larger coastline?**
   A. Russia (B) Canada
3. **Which continent has a smaller population?**
   (A) Australia B. Asia
4. **What island is longer?**
   (A) Greenland B. Madagascar
5. **Which city is more populated?**
   A. New York (B) Beijing
6. **Australia is more expensive then other countries in the world.**
   (A) True B. False

6. Work in groups. Try to guess the letters for the following words about shopping by taking turns.

1 PRODUCT
2 AVAILABLE
3 COSTUME
4 CHOOSE
5 SIZE
6 EXPENSIVE

7. Read the text about the world's largest diamond and write the correct form of the words.

This diamond is heavier (heavy) than another important diamond: Excelsior Diamond. As a result, this is the most famous (famous) diamond in the world. It weighed 621.4 grams when a miner discovered it in South Africa, in 1905. It was named after the owner of the mine, Sir Thomas Cullinan. It was more beautiful (beautiful) than other diamonds discovered back then. Cullinan gave it to the King of the United Kingdom (Edward VII) as a gift. It is also one of the most valuable (valuable) diamonds in the world. It is almost 2 billion dollars.



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